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ABSTRACT

Designed as a source of current information and a guide to future activities in Maryland's community colleges, this report provides a systemwide overview of trends, goals, and needs, as well as quantitiative data for each college. Chapter I explains the format, purposes, and uses of the report. Chapter II highlights the mission of Maryland's community colleges; presents a history of community colleges nationally and in the state which emphasizes efforts to expand community college access, and state and local funding partnerships; and discusses the Maryland community college system's structure and governance, providing information on state coordination and local governance. Chapter III contains data illustrating the state of community college operations in the areas of enrollment, student characteristics, student services, degree and certificate programs, continuing education, faculty, finances, and physical facilities. Chapter IV lists the goals and objectives of the Maryland State Board for Community Colleges and of the college system, and the fifth and final chapter provides an overview of the institutional plans, projections, and resource requirements of each of the state's 17 community colleges. Appendices include definitions, enrollment and financial data, and information on the state's management information system. (HB)

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State Plan for Community Colleges in Maryland

June 1984

James D. Tschechtlin
Executive Director

Maryland State Board for Community Colleges

The Jeffrey Building • Annapolis, Md. 21401

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June 1984

TO: The Honorable Harry Hughes, Governor of Maryland
The Honorable Louis L. Goldstein, Comptroller of the Treasury
The Honorable William S. James, State Treasurer
The Honorable H. Louis Stettler III, Secretary
Department of Budget and Fiscal Planning
The Honorable Constance Lieder, Secretary
Department of State Planning
The Honorable Melvin Steinberg, President of the Senate
The Honorable Benjamin L. Cardin, Speaker of the House
The Maryland General Assembly
Dr. Sheldon H. Knorr, Commissioner
State Board for Higher Education
The Community College Boards of Trustees
The Community College Presidents

In October 1973, the State Board for Community Colleges published the first Statewide Master Plan for Community Colleges in Maryland. That Plan set the tone for emergence of a vibrant new sector in Maryland higher education.

The State Board has continued to publish a State Plan on an annual basis. As Maryland enters its second decade of such planning efforts, this Plan chronicles the fact that more students are enrolled in two-year colleges than in all four-year colleges combined.

The Maryland community college enterprise is not only large, but changing rapidly. Community colleges now serve adults, many of whom are unemployed, underemployed, or dislocated, as a major part of their emphasis. Training and retraining have taken a place alongside traditional educational offerings.

Community colleges have changed dramatically over the years. Now the external environment facing the colleges is changing. For this reason, the community college system is presently engaged in a major study and reconsideration of its ways and means of funding. This study, requested by the Governor, will be completed in September 1984.

In addition to the funding study, the Board staff is also conducting, in conjunction with the respective community college staffs, an assessment of the future role and scope of community colleges. Results of this effort will be reported in the 1985 Plan.

It is hoped that these two activities, both taking place following publication of this Plan, will move Maryland's community colleges forward in the nature of educational service offered and financial support necessary to retain and enhance quality.

It gives the Board great pleasure to herewith present the 1984 State Plan.

Sincerely yours,

Samuel P. Massie

Samuel P. Massie
Chairman

STATE PLAN

FOR

COMMUNITY COLLEGES

IN MARYLAND

Maryland State Board for Community Colleges
16 Francis Street • Annapolis, Maryland 21401
June 1984

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I. FUNCTIONS OF THE PLAN

CHAPTER ABSTRACT

This State Plan is a multi-purpose document. The Plan serves a variety of general and specific purposes. Like the ten plans published previously, the present document is intended to be useful as a source of current information and as a guide to future activities for the community colleges themselves, other State agencies and institutions of higher education in Maryland, the Executive and Legislative branches of State government, and the general public. This chapter sets forth the format of the Plan, the purposes of the Plan, and a description of the uses of the Plan.

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FORMAT OF THE PLAN

To be most useful and clear, this work proceeds from the general to the specific. Material in the front of the document applies first to Maryland higher education as a whole and then the community college system in particular. The history of the system is reviewed and present conditions and trends are discussed.

Following this general view of the past, present, and future of Maryland's community college system, this document presents a quantitative view individually of each community college. These institutional capsules have been constructed primarily in terms of current enrollment; instructional programs available and projected; continuing education courses offered; facilities on-line and in-process; and institutional finance.

While the present section is meant to provide insight into the organization of the Plan itself, it should be kept in mind that this volume comprises only one part of a total planning process undertaken annually by the State Board for Community Colleges and the individual institutions. Other parts of the total planning effort are as follows.

An annual report of the State Board for Community Colleges is mandated by statute. The Maryland Code (Title 16 of the Education Article) requires the State Board to submit annually to the Governor and General Assembly a report on its activities and the activities of the community college system. For reasons of economy and in order to provide a more complete picture, the annual report is integrated with this State Plan.

To chart future directions, a clear idea of the present conditions and trends is necessary. Therefore, the State Board for Community Colleges compiles an annual compendium of quantitative data on major aspects of community college operation. This includes information on enrollments; costs; degrees and other formal awards; demographics; employee characteristics; and the overall relationship of community colleges to the remainder of higher education, to the State of Maryland, and to the sponsoring political subdivisions. While detailed quantitative information was published

earlier this year in the annual Selected Financial and Enrollment Databook for use by the fiscal committees of the General Assembly, essential elements from this publication have been included in Appendix B.

The overall planning package for 1985 has been consciously structured with two purposes in mind. It is meant to provide a broad and comprehensive picture of Maryland community colleges--past, present, and future--and to prevent duplication in Board publications by creating a single reference document for multiple uses.

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GENERAL PURPOSES OF THE PLAN

While it is recognized that community colleges represent a shared partnership of State and local government in Maryland, the major focus of this Plan specifically is on systemwide developments and their impact. The overall aim of this State Plan is to build a rational course of future action for Maryland community colleges based upon current conditions, identified needs, and available resources. As a tool for coherent decision making, the Plan provides for coordination of efforts internally within the community college system and externally with other institutions and governmental entities. The general purposes can be summarized as follows:

- To provide an accurate representation of the current functioning of Maryland community colleges;
- To communicate the historical and philosophical base upon which these current activities have developed;
- To project overall State resource requirements for operating and capital funds;
- To determine the need to formulate new Board policies for the operation of the community college system; and
- To develop recommendations for actions outside the limits of the Board's authority, including Executive or Legislative action.

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USES OF THE PLAN

This Plan achieves its major purpose when it is used by members and staff of the State Board for Community Colleges in guiding decision making both as to the community college system as a whole and as to proposals submitted by individual institutions. The entire system is impacted by overall general policy actions. However, the contours of the system also can be altered over the long term through apparently smaller actions on smaller issues.

Institutional proposals come forward most commonly in the course of forecasting enrollment levels; developing new instructional programs; discontinuing existing programs; establishing statewide programs; implementing audit recommendations; requesting State participation in projects of capital construction; and requesting approval of continuing education offerings for State funding purposes.

Some of these decisions routinely come to the State Board for action. Other matters are handled administratively by staff action. In either case, however, the Board may always take final action because the affected community colleges are always afforded the right to be heard before the Board.

The important part, however, is that the decisions made by the State Board, or delegated by the Board to its staff are best conceived and implemented when they are based on the conditions and assumptions contained in a relevant plan adopted prior to the promulgation of specific actions. To the extent that such a framework is humanly possible, this Plan aims to be that foundation and framework.

Use of this Plan by the State Board for Community Colleges is by no means the only use of the document. The Plan is intended to comport with and enhance the Statewide Plan for Postsecondary Education in Maryland, published by the State Board for Higher Education; the State Plan for Administration of Vocational-Technical Education in Maryland, developed by the Division of Vocational-Technical Education and approved by the Maryland State Board of Education; and other plans of the Executive and Legislative entities.

This State Plan also is intended to guide community college actions at the local college level. While the specific projections for individual community colleges contained in this Plan represent the best judgment of the State Board and are used in State-level policy decisions, their application to local operations and relations with local government is at the discretion of the individual boards of trustees, in accordance with their statutory governance functions.

The Plan serves one additional general function. Because the Maryland Code designates the State Board for Community Colleges as the State-level point of contact for all issues affecting community colleges, the Board provides the Plan to the general public and to agencies of government in the interests of disseminating accurate information about and greater understanding of the community college system, its role, scope, and mission.

II. CONTEXT OF MARYLAND COMMUNITY COLLEGES

CHAPTER ABSTRACT

From their beginning more than 35 years ago, Maryland community colleges have grown and developed into a major component of the State's system of higher education. The public two-year colleges, that is the community colleges, have a distinct mission that distinguishes them from all other segments of higher education in the State.

Community colleges are the only public institutions that are both State and local; they are the only public institutions authorized to award the associate degree in Maryland; and they currently enroll over half of the State's total undergraduates in public higher education institutions. Structurally, community colleges are governed locally and coordinated at the State level, and this also distinguishes them from most other public postsecondary institutions.

Each community college is governed by an appointed local board of community college trustees. Statewide authority for community colleges is vested in the State Board for Community Colleges, which has adopted General Policies for the operation of the colleges. Overall coordinating responsibilities for higher education, including community colleges, are within the purview of the State Board for Higher Education.

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MISSION OF THE COMMUNITY COLLEGE SYSTEM

The success of the community college system in Maryland in large part is attributable to the clarity and distinctiveness of the segment's mission. The purpose of a mission statement is to not only enumerate the elements that define the system's role and scope but also to specify those factors which distinguish it from other institutions and systems. The mission of the Maryland community colleges has been clearly delineated in the Maryland Statewide Plan for Postsecondary Education, and it is the mission contained in that plan that appears below.

STATE BOARD FOR COMMUNITY COLLEGES MISSION

It is the mission of the State Board for Community Colleges to coordinate and provide statewide leadership for a high quality community college system that continues to meet changing State and local needs in an effective and efficient manner. The State Board for Community Colleges goals are achieved when actions of the Board and staff, in accordance with statutory responsibilities, serve to enhance college functioning, seek adequate funding, stimulate coordination and planning, and assure public accountability.

COMMUNITY COLLEGES MISSION

The mission of community colleges is to provide high quality transfer and career programs, continuing education and community service at a reasonable cost to students in response to local educational needs.

Students: The community colleges will provide educational opportunities for eligible persons who desire credit or continuing education instruction. The community colleges will provide opportunities for a wide range of students, from those with exceptional academic ability to those who lack certain prerequisite college skills. Community colleges will make remedial and developmental programs available commensurate with the needs of their students and will coordinate these with four-year institutions to ensure that they provide appropriate skills for students wishing to transfer.

Academic Program Levels: The community colleges will provide programs leading to the associate degree and lower division certificate. All transfer coursework offered will be at the lower division level.

Types of Instructional Programs: The community colleges will offer transfer programs that provide students with the coursework necessary to transfer to programs in upper division institutions. Occupational programs will be offered to prepare students for entry into new jobs and/or to upgrade skills in current jobs. Continuing education is available for citizens who need assistance with basic skills and career planning or who desire to upgrade an existing talent or to acquire new skills.

Research: Community colleges will engage in instructional and institutional research to help ensure effective teaching and policy formation. They will engage only in limited sponsored research.

Public Service: The community colleges will provide community service activities designed to meet the needs of local citizens, government, business, and industry.

Faculty: Faculty will be recruited and evaluated based on their expertise and their commitment to the mission of community colleges.

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HISTORY OF THE COMMUNITY COLLEGES

NATIONAL PERSPECTIVE

Community colleges generally are recognized to be a uniquely American higher education invention. While scholars disagree as to the specific foreign influences that helped shape the American state universities, land grant colleges, and teacher training institutions, the modern concept of a public two-year college is indigenous to the United States.

While two-year colleges had their origins in the first half of the twentieth century, most of these institutions were quite different from the community colleges of today. Most of these institutions were private, and it was not until 1948 that the number of public institutions exceeded the number of private ones. Since then public community colleges have taken the commanding lead. In 1984, there were 1,064 accredited public two-year colleges and 155 accredited private two-year colleges, according to the American Association of Community and Junior Colleges.

The community college movement clearly came into its own nationwide in the late 1940s and early 1950s. The pace quickened in the late 1950s and the growth in number of colleges and enrollment in the 1960s and early 1970s is legendary. Community colleges continue to be a growth factor in higher education although growth is expected to be clearly at a slower rate in the 1980s.

Philosophy: Comprehensiveness best describes the unique properties of the community college as an institution. The community college is comprehensive in terms of the wide range of programs and services it offers and in terms of the range of students it serves. Just as the community college does not erect unnecessary barriers between traditional academic subjects and those applied courses related to the world of work, neither does the community college pick and choose its students. Rather, the community college supplies the widest possible number of offerings to students who can profit from attendance.

The comprehensive community college not only continues to offer university-parallel or college transfer programs but also places heavy emphasis on occupational programs and a wide variety of continuing education offerings. Nationally most of the recent community college growth has been and continues to be in the occupational and continuing education areas.

Occupational programs may be called vocational programs, technical programs, or career programs according to local convention. The term applies to those degrees, certificates, or series of courses intended to prepare individuals for immediate employment. Continuing education, which may be called community service, adult education, or continuing education programs, is intended to serve a variety of purposes from personal interest areas to skills upgrading to career change to citizenship development to vocational or avocational pursuits. Continuing education offerings are readily adaptable to special circumstances; flexible duration, time, and location; and unique clientele. Continuing education is the area of greatest innovation. Most community colleges have made considerable effort to expand programming in this area, and it is certain to become even more important in the future.

Other institutions offer some of these types of programs. Four-year colleges and universities offer liberal arts and continuing education programs. Proprietary institutions and technical institutes offer occupational programs. The hallmark of the community college is that it offers ready access at reasonable costs to all three of these program areas. Community colleges are local or regional institutions designed to meet community needs. They do this by openly accepting all students who can benefit by attendance, by providing instruction at convenient times and places, and by keeping student charges at a reasonable level.

Community College Financing: The common characteristics of community college programs and services are readily identifiable as one observes them from place to place. However, as institutions are dependent generally upon the support of state and local governments, community colleges in different states--and even within states--vary as to their patterns of finance and the impact of these patterns on the flexibility to respond to fluid circumstances. Being open-door institutions complicates the process of budgeting in community colleges since not only does the amount of student revenues vary greatly with the number of individuals who decide to enroll, but so do these fluctuations commonly affect the amount due the college from its various governmental sponsors.

In the literature of community colleges, it has been concluded that there are four major models for public support. They are full state support, unit rate formulas, minimum foundation plans, and cost-based program funding. The Maryland financing structure has been identified as being of the unit rate formula.

Organization and Governance: Public higher education, traditionally, has been regarded as a state function. A limited number of municipal colleges and universities has existed on the American scene; but until the emergence of the modern community college, the primary educational function of local government had been at the elementary and secondary levels. Community colleges have changed that. Most typically, community colleges are a shared responsibility of the states and local political subdivisions. How this control is divided has much to do with how responsibility for funding is divided.

Governance is usually taken as the authority to make overall policy, hire and fire personnel, establish compensation, provide for promotions, control the budget, enter into agreements and contracts, accept gifts, and maintain general control. There is general agreement as to what is a governing board and what is a coordinating board.

The predominant national pattern is for community college governance functions to be at the local level with a board of trustees and for coordination to be accomplished by a state-level board. Boards of trustees may be appointed by state or local officials and be dependent for funds appropriated by elected taxing authorities; or community college trustees may be elected, in which case the board of trustees is likely to possess its own taxing authority. This authority might be limited in accordance with statute or ordinance, or levies might otherwise be conditioned on local approval by the electorate.

While the above pattern of local control and local coordination is predominant, there are two major variations to this approach on the national scene. In some states community colleges comprise a state system with control exercised by a state-level governing board. Such states are more likely to operate with the state funding most direct costs. Another variation is those states in which some or all of the two-year public colleges are operated as part of a public university system. In this pattern, community colleges are seen as branch campuses of a parent institution with consequently more emphasis on transfer work.

As part of a movement in the decade of the 1970s, many community college governing boards contain student members. Their status as full voting members, or more limited positions as nonvoting or advisory members, varies according to the dictates of local laws or regulations.

Members of appointed governing boards are generally selected for their interest in educational affairs or their position in the community. It is not unusual for board membership to represent a cross section of the community in terms of the professions and leadership of business and industry. This factor helps assure that community colleges reflect and respond to unique needs of a local area. Some boards contain ex officio membership of public officials or representatives of other postsecondary institutions. This appears particularly true in the case of state-governed systems. In a number of states there remains the pattern of two separate types of two-year colleges--the arts and science transfer institutions and the technical colleges or institutes.

EARLY COMMUNITY COLLEGE ORIGINS IN MARYLAND

The movement to establish a system of locally controlled public two-year colleges in Maryland occurred immediately following World War II. With the support and encouragement of the State Board of Education and the State Superintendent of Schools, Montgomery and Hagerstown Junior Colleges began operation in 1946. One year later, Baltimore Junior College was established by the school system in Baltimore City.

These three institutions served as the forerunners of today's system of seventeen comprehensive community colleges. Prior to this time, only limited efforts had been made in Maryland to offer two-year college programs. In 1927, St. Mary's Female Seminary, then a public high school in St. Mary's City, was authorized to operate a junior college division and to award associate degrees. The initial effort at St. Mary's was followed a few years later by associate degree programs at three State teachers' colleges as an option for those not interested in teacher education. Two-year "college centers" also were established in Baltimore City in the 1930s as part of emergency efforts during the Great Depression. All of these programs ultimately were phased out.

Beyond the first three community colleges, eight additional institutions were created between 1946 and 1961. Much of the impetus for this expansion came about through recommendations of a series of study groups, including the Marbury, Pullen, and Curlett Commissions. From 1961 to 1970, five more community colleges were established, and in 1975 the seventeenth community college came into being on Maryland's Lower Eastern Shore.

CONTEMPORARY ALTERNATIVES

While no additional community colleges have been established in Maryland since 1975, efforts to increase geographical accessibility have continued. As an option to establishment of a community college, branch campuses have opened in three counties. These branch campuses, operated under contract with an existing community college, have been encouraged as a cost-effective mechanism for assessing citizen interest while offering a core of needed programs. With the branch campuses and the addition of another county to one of the State's two regional community colleges, community college services currently are offered locally in twenty-three of the State's twenty-four political subdivisions. Only Somerset County has elected not to provide such services.

STATE AND LOCAL FUNDING PARTNERSHIP

From the outset, the State has shared with the local political subdivisions the responsibility of funding community college costs. This State-local partnership is unique in higher education to the community college system and distinguishes these institutions from all other Maryland colleges and universities.

State support began as a system of flat grants to each community college. However, since 1949 State aid has been distributed on a formula basis. Prior to 1965, the general principle remained that the State, counties, and students should contribute one-third of the costs in equal shares. Since 1965, the statute has called for a 50-28-22 percent distribution from the State, the counties, and students, respectively. A separate formula was established for the regional and small community colleges in 1973. All of the formulas have been adjusted in terms of the maximum rate of aid.

The funding formula for community colleges was supplemented on a one-year basis with a grant to each board of trustees and an additional amount for each part-time credit student during the 1981 legislative session. The Governor proposed to the 1982 General Assembly that these changes be made permanent, and the proposal was enacted during that session.

During the course of the 1984 legislative session, the General Assembly, again acting upon the recommendation of the Governor, increased the aid rate per full-time equivalent student, the annual flat grant, and the grant per part-time credit student. At the same time, the Legislature limited the State contribution toward the employer costs of Social Security. A more detailed discussion of these changes appears in Chapter III.

The State also has contributed since 1961 to the costs of community college capital construction. The State participates in 50 percent of the cost of eligible space or the percent State share of basic public school aid, whichever proportion is greater.

Community colleges have grown rapidly. That growth is seen in the enrollment, programs, finance, and facilities areas appearing elsewhere in this Plan.

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STRUCTURE AND GOVERNANCE

Community colleges are an important element in the State's system of higher education. As part of the total system, it is necessary to review the overall structure and to show the relationship of the community colleges to that structure.

OVERALL COORDINATION OF HIGHER EDUCATION

The Maryland General Assembly enacted legislation in 1976 creating a State Board for Higher Education. The law reconstituted the Maryland Council for Higher Education as the State Board for Higher Education. Major additions to the Board's responsibilities included the authority to approve new programs, review institutional

operating budgets, and establish guidelines for tuition and institutional salaries. The State Board for Higher Education is also responsible for State accreditation of postsecondary educational institutions, a function formerly performed by the State Department of Education.

The State Board for Higher Education is comprised of eleven lay members with none representing any institutions under the Board's jurisdiction. A segmental advisory committee advises the State Board for Higher Education. The committee includes two representatives from the community colleges, two from the State colleges and universities, two from the independent colleges and universities, and one from the University of Maryland, one from Morgan State University, and one representing proprietary institutions. All members of the Board and the segmental advisory committee are appointed by the Governor and confirmed by the Senate.

The statutory responsibilities of the State Board for Higher Education, as stated in the Education Article of the Maryland Code, include the following:

- To coordinate the overall growth and development of postsecondary education in this State;
- To the extent practicable, consult with each agency and institution that is affected directly by its actions and recommendations before taking final action on them;
- To constitute the State postsecondary education commission under Title XII of the Higher Education Act of 1965, as amended from time to time;
- To administer State funds for private higher education institutions; and assure that the purposes for which the funds were appropriated are met;
- To develop, implement, and administer plans and programs for interstate and regional cooperation, including reciprocity agreements on matters that affect higher education;
- To secure, compile, and evaluate information on any matter within its authority on the forms it requires from any person, agency, or institution subject to its jurisdiction;
- To review operating budget requests and develop and present to the Governor a consolidated operating budget for higher education;
- To review and make recommendations but not reduce, increase, or modify the operating budget requests of the responsible institutions and agencies;
- To review proposals for capital projects and improvements desired by the public institutions of higher education, seek State funds for such projects and improvements, and make recommendations with respect to them to the Governor and General Assembly;
- To review and approve, before implementation, each proposal for any new program and any substantial expansion, curtailment, or discontinuance of any existing program;

- To review and make recommendations on the continuation, modification, or duplication of existing programs;

- To establish general guidelines for tuition and fees for consideration by the governing boards of the institutions;

- To establish and implement procedures for transfer of students and faculty between institutions, cooperative programs among the public institutions to assure appropriate flexibility in the higher education system, and standards for the reciprocal acceptance of credits;

- To establish general guidelines for faculty and administrative salaries for consideration by the governing boards of the institutions;

- To study and recommend ways to improve and coordinate student financial assistance programs and State and federal programs of support for higher education;

- To review annually the long- and short-term plans, goals, and objectives of each institution for consistency with the objectives and priorities of the board;

- To recommend but not change the status of a community college, State college, or university;

- To establish minimum requirements for issuing certificates, diplomas, and degrees by public and private institutions of postsecondary education in this State; and

- To perform any other duty delegated to it in accordance with law.

The State Board for Higher Education has also been designated as the agency required by Section 1202 of the Education Amendments of 1972 (PL 92-318) and for implementation of Title X of that Act.

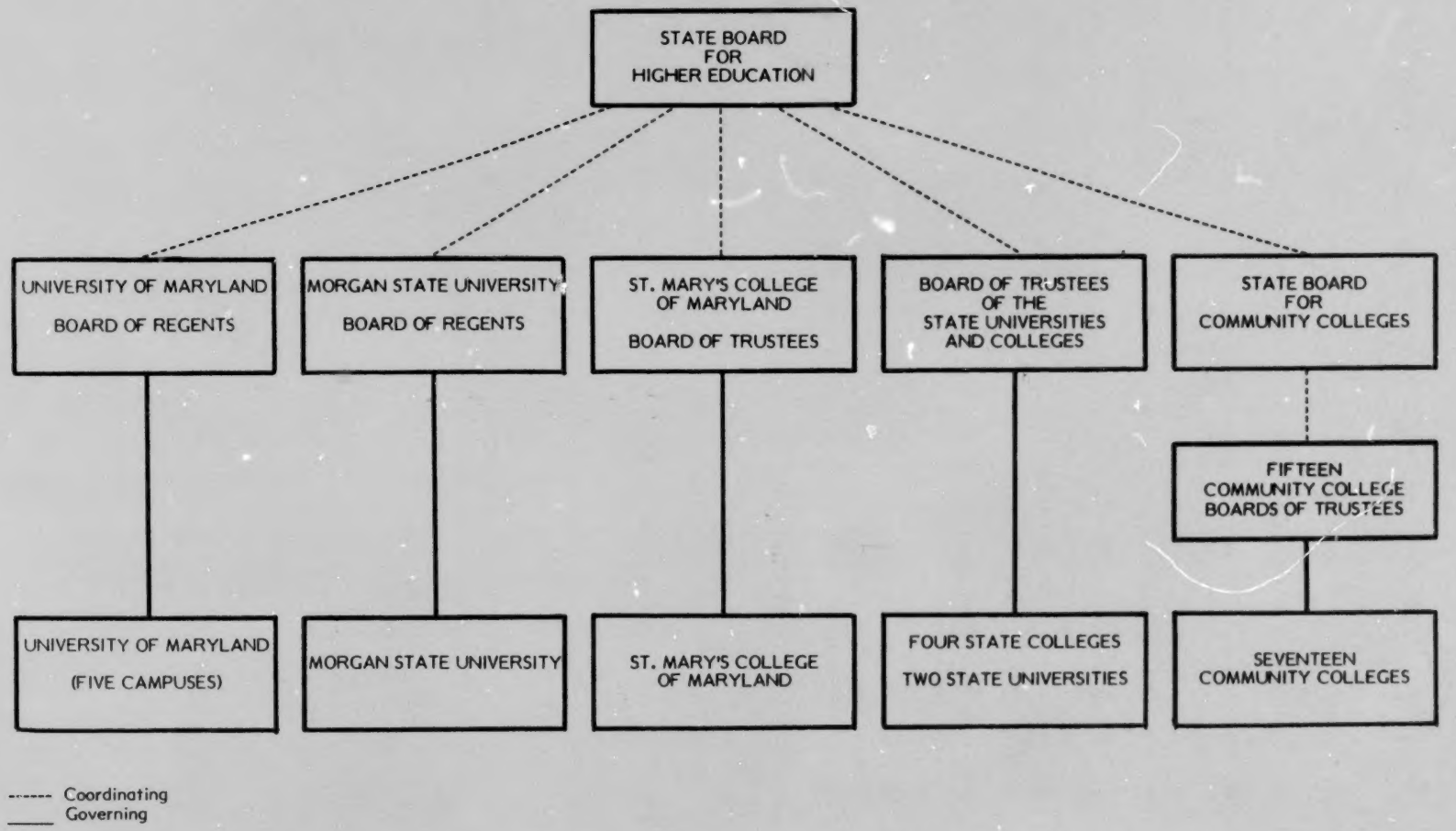
Chart I illustrates the coordinating function of the State Board for Higher Education. While the chart is limited to public higher education, it should be noted that the Board's coordinating function also includes private institutions. Proprietary institutions are included within the Board's purview in accordance with provisions for the approval of postsecondary institutions to operate in Maryland.

STATE COORDINATION OF COMMUNITY COLLEGES

The State Board for Community Colleges was established by Act of the General Assembly in 1968. The Board and agency became operational in 1969. The State Board is comprised of eight Maryland citizens, seven of whom are appointed by the Governor with the advice and consent of the Senate, for staggered six-year terms of office. In 1973, the General Assembly passed legislation to include a community college student as the eighth member for a one-year term of office, the student to be nominated by the community college presidents and appointed by the Governor with the advice and consent of the Senate.

Chart I

MARYLAND PUBLIC HIGHER EDUCATION ORGANIZATIONAL CHART


STATE BOARD FOR HIGHER EDUCATION
UNIVERSITY OF MARYLAND BOARD OF REGENTS
MORGAN STATE UNIVERSITY BOARD OF REGENTS
ST. MARY'S COLLEGE OF MARYLAND BOARD OF TRUSTEES
BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES
STATE BOARD FOR COMMUNITY COLLEGES
FIFTEEN COMMUNITY COLLEGE BOARDS OF TRUSTEES
UNIVERSITY OF MARYLAND (FIVE CAMPUSES)
MORGAN STATE UNIVERSITY
ST. MARY'S COLLEGE OF MARYLAND
FOUR STATE COLLEGES TWO STATE UNIVERSITIES
SEVENTEEN COMMUNITY COLLEGES
Coordinating
Governing

State Board for Community Colleges Statutory Authority: Title 16 of the Education Article of the Maryland Code establishes and provides for the operation of the State's community college system. Reposed in this statute are the following powers granted to and duties imposed upon the State Board for Community Colleges:

- To have full statewide responsibility for the community colleges;
- To establish general policies for the operation of the State's community colleges;
- To administer the program of State support for the community colleges;
- To administer the "Construction Program for Public Junior, Community, and Regional Community Colleges" under Acts of the General Assembly in accordance with procedures developed by the Board and adopted by the Board of Public Works;
- To recommend, review, and advise on any proposal for the establishment of a new college;
- To recommend, review, and advise on curriculum proposals for each new community college and on any proposed major addition to or modification of programs in any existing community college;
- To study the problems of community college education;
- To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;
- To assist the State Board for Higher Education in performing its duties as they relate to the community colleges;
- To establish and maintain a system of information and accounting for community college activities;
- To provide grants-in-aid for the planning of new community colleges and new programs in existing community colleges;
- To assist and represent the community colleges in seeking and administering federal money available to them;
- To coordinate relationships among the community colleges so as (1) to (i) assure the widest possible educational opportunities for students in this State; (ii) facilitate the transfer of students between the community colleges and the University of Maryland, the State universities and colleges, and other institutions of higher education; (iii) assure the most efficient use of State money; and (2) to designate any community college instructional program as a statewide or regional program;
- To coordinate relationships between the community colleges, the State and county public school systems, and the private high schools to (1) facilitate

cooperation among them in the guidance and admission of students to the community colleges and (2) arrange for the most advantageous use of facilities; and

- To report annually to the General Assembly on its activities and the activities of the community colleges.

State Board for Community Colleges Functions: In a broad context, the role of the State Board for Community Colleges includes planning, coordination, service, and leadership for both the community colleges and the State of Maryland.

The planning function of the Board includes such activities as the development of a State Plan and reviewing and recommending new community college programs and facilities.

The coordination function involves working with other organizations and State agencies, such as the Board of Public Works, the State Board for Higher Education, the Department of State Planning, and the Department of General Services. In addition, the State Board for Community Colleges is assuming a more active role in coordinating planning and program articulation with both the public schools and the State colleges and universities.

The service function implies a response to daily needs--the supplying of statistical data, facilities planning, program development, the provision of legislative information, and the sponsoring of workshops to assist community colleges in solving problems as they occur.

Leadership is exercised by the State Board for Community Colleges in all three of the broad functions described. Beyond this, impetus is provided by the Board in identifying needs throughout the State which community colleges can meet; pointing out directions for further development; making recommendations to the Governor and General Assembly; increasing awareness of community college programs and services among other appropriate governmental agencies; and bringing national attention to focus to the Maryland community college system.

As the responsible agency for coordinating the orderly growth and development of the Maryland community colleges, the State Board recognizes that coordination is most effectively accomplished through leadership rather than through imposition and extension of mandatory control mechanisms. The Board believes it has acted in a responsible manner--blending elements of control and enlightened encouragement, as necessary--and stands on its record of strong support for State-level coordination and local control of community college functions.

State Board for Community Colleges Staff Responsibilities: The State Board for Community Colleges is served by a professional staff of seven. This includes an Executive Director, Associate Executive Director, and five Director-level staff members. Five support staff persons assist the professional staff.

As a total staff group, the Directors comprise the following: a Director of Finance, a Director of Planning and Research, a Director of Continuing Education, a Director of Instructional Programs, and a Director of Facilities. Because of a

relatively large agency mission and small staff size, the professional staff functions as a team, and members share responsibilities for a number of overall functions.

The Executive Director is appointed by the State Board for Community Colleges and is responsible to that body for the activities and performance of the staff. The Executive Director recommends policies and actions to the Board; serves as liaison between the Board, the individual colleges, and other educational agencies; and works directly with the Executive and Legislative branches of government on matters relating to community college education. The Executive Director also represents the State Board for Community Colleges on State-level commissions, conferences, and committees.

In addition, the Executive Director meets monthly with the Maryland Council of Community College Presidents. Their concerns are related to broad policy issues, such as proposed legislation, adoption, or modification of policies by the State Board for Community Colleges, consideration of community college relations with other institutions, and public perception of community college programs and services.

The Associate Executive Director serves as administrative head of the agency in the absence of the Executive Director and represents the staff on State-level committees and bodies as designated by the Executive Director. The Associate Executive Director coordinates legislative services for the community college segment of higher education and is responsible for staff liaison with State agencies and other institutional segments. He coordinates the overall staff effort in development of this Plan, is responsible for agency publications, and is the agency's designated officer for affirmative action/fair practices and forms management for the agency and segment. He works with the community college deans of students, college information directors, and personnel officers.

The Director of Finance provides staff liaison between the Board, the business officers on each campus, the State Legislative Auditor, the State Department of Budget and Fiscal Planning, other agencies of State government, local government, finance officers, and independent certified public accountants. The Director of Finance assesses the fiscal impact of proposed community college legislation, prepares the annual Board budget, assists in the development of the annual State Plan, and revises the State Board for Community Colleges Financial Guidelines and Procedures Manual. The Director of Finance receives and reviews the budgets, the audit reports, and the management letters from the community colleges; analyzes these documents; and annually issues a summary report based on this information. She monitors the implementation of recommendations made by certified public accountants in audit reports and related management letters. All data related to State aid payments are received and processed by the Director of Finance; and she is responsible for administering the State Aid to Community Colleges program.

The Director of Planning and Research is responsible for coordinating the collection of data for the State Plan, conducting research (including statewide student follow-up studies), developing and implementing a comprehensive Management Information System, and coordinating reports with other State agencies and the federal government. He works with the Maryland Community College Research Group and the data processing directors.

The Director of Continuing Education is responsible for administering the continuing education program. The Director of Continuing Education works with each community college Continuing Education Division in the development and review of the continuing education courses for which State assistance may be requested. He works closely with the State Board for Community Colleges Continuing Education Advisory Committee in the review of policies and guidelines relating to continuing education and developmental studies. The Director of Continuing Education also assists and advises the deans of continuing education in the coordination of Title I and the Division of Vocational-Technical Education funds.

The Director of Instructional Programs is responsible for analyzing letters of intent and instructional program proposals and for preparing staff recommendations to the Board. He coordinates the State Board for Community Colleges program evaluation process, including the Program Data Monitoring System and the annual Program Evaluation Report. The Director of Instructional Programs meets regularly with the academic deans and the occupational deans and also serves as liaison to the State Department of Education, Division of Vocational-Technical Education. He is a member of the Maryland Annual Program Plan and Accountability Report Council for Vocational Education.

The Director of Facilities is responsible for directing and coordinating the facilities planning function of the State Board for Community Colleges and of the seventeen Maryland community colleges. He provides staff liaison between the Board, the facilities planners on each campus, the State Board for Higher Education, the Departments of State Planning and General Services, and the Board of Public Works. The Director of Facilities makes enrollment projections for facilities planning, interprets the construction guidelines, approves all requests for capital expenditures, develops the community college capital construction priority list, and develops the agency's capital construction bond bill proposals. He reviews all construction project proposals, schematics, design development documents, and construction documents.

In addition to these members of the professional staff, the Board employs support staff who are essential to the continued operation of the Board's work and the carrying out of essential functions. These individuals perform a wide variety of office, clerical, and computational services.

All professional staff members are evaluated annually by the Executive Director. Evaluation is based upon the stated requirements of the positions, cooperation, and effectiveness with other staff members, evidence of professional growth, and a willingness to assume additional responsibility. Written evaluation reports are submitted to the Board membership. Support staff members are evaluated annually in compliance with the requirements of the Department of Personnel.

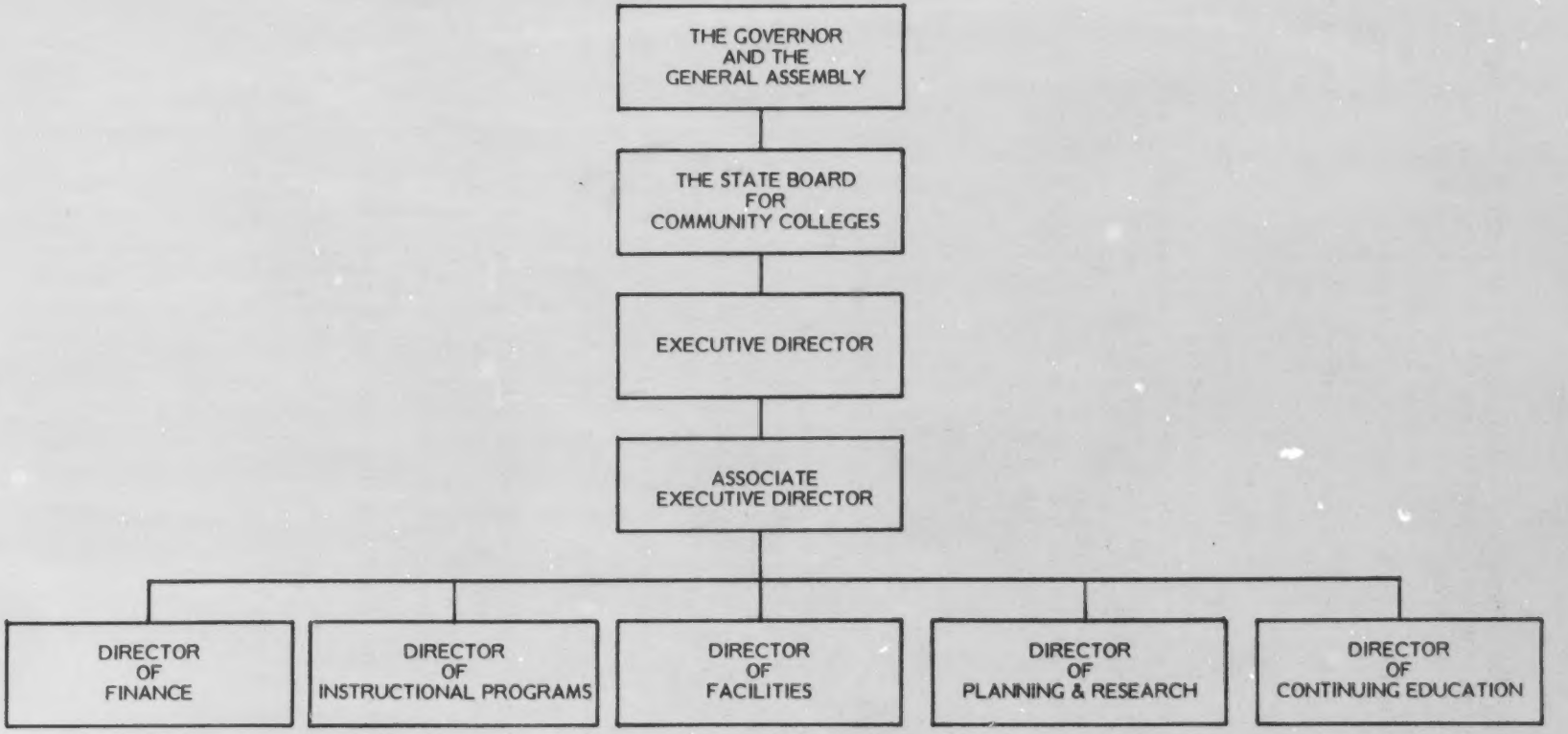
Chart 2 illustrates the internal organizational structure of the State Board for Community Colleges. As noted, each of the staff positions provides liaison and service with corresponding offices and functions at the community college level.

LOCAL GOVERNANCE OF COMMUNITY COLLEGES

Commitment to the principle of local control of Maryland community colleges is historically strong. Prior to 1961, boards of education operated the community colleges

Chart 2

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL CHART


THE GOVERNOR AND THE GENERAL ASSEMBLY
THE STATE BOARD FOR COMMUNITY COLLEGES
EXECUTIVE DIRECTOR
ASSOCIATE EXECUTIVE DIRECTOR
DIRECTOR OF FINANCE
DIRECTOR OF INSTRUCTIONAL PROGRAMS
DIRECTOR OF FACILITIES
DIRECTOR OF PLANNING & RESEARCH
DIRECTOR OF CONTINUING EDUCATION

under the general authority of local boards. In 1961, the General Assembly authorized the state superintendent of schools to formally approve the establishment of community colleges by local boards of education and to permit these boards to be constituted as boards of trustees of their respective community colleges.

Legislation in 1965 authorized the establishment of regional community colleges controlled by boards of trustees drawn from the political subdivisions sponsoring the colleges. In 1968, the General Assembly provided for the optional establishment of separate boards of trustees for those boards of education electing to follow this course of action. All community colleges have chosen this course and all community colleges are now operating under separate boards of trustees. Authority to establish new community colleges is vested in the State Board for Higher Education acting upon the recommendation of the State Board for Community Colleges.

Community Colleges Statutory Authority: Within the framework of Title 16 of the Education Article of the Maryland Code, local boards of trustees are governing bodies with the following powers granted and duties imposed:

- To establish community colleges, upon the recommendation of the State Board for Community Colleges and subject to approval of the State Board for Higher Education;
- To maintain and exercise general control over the community colleges, keep separate records and minutes, and adopt reasonable rules, regulations or bylaws to effectuate and carry out this responsibility;
- To appoint a president of the community college and fix the salaries and tenure of the president, faculty, and other employees;
- To determine entrance requirements and approve curricula, subject to minimum standards set by the State Board for Community Colleges;
- To charge students reasonable tuition and fees set by it with a view to making college education available to all qualified individuals at low cost;
- To establish the college operating and capital budgets subject to approval of the local political subdivisions;
- To purchase, lease, condemn, or otherwise acquire any property deemed necessary by the board of trustees for the operation of the community college;
- To sell, lease, or otherwise dispose of community college assets or property;
- To permit the county board of education to use the land, buildings, or other facilities of the community college with the approval of the State Board for Community Colleges;
- To use any land, buildings, assets, or other facilities of the county board of education with the approval of the county board of education;
- To sue and be sued.

Community College Functions: The functions of the community colleges derive from the community college mission and the programs they are authorized by statute to offer. Title 16 further provides that, subject to the authority of the State Board for Community Colleges, each board of trustees "may determine offerings that consist of:

(1) transfer programs offering the equivalent of the first two years of a bachelor's degree program;

(2) career programs offering technical, vocational, and semiprofessional education; and

(3) continuing education programs."

Community College Staff Responsibilities: The community college president is appointed by the board of trustees and serves under terms and conditions set by the board. Major responsibilities of the president, however, are set forth in Title 16. These statutory responsibilities include the following: "The president . . .

(1) shall report directly to the board of trustees;

(2) shall recommend the appointment by the board of qualified faculty members and other employees necessary for the efficient administration of the community college;

(3) shall recommend the discharge of employees for good cause; however, any employee with tenure shall be given reasonable notice of the grounds for dismissal and an opportunity to be heard;

(4) is responsible for the conduct of the community college and for the administration and supervision of its departments; and

(5) shall attend all meetings of the board, except those involving his personal position as president."

The specific organization of the individual community colleges varies in accordance with size, history, and local conditions. Although the titles vary, typically reporting to the president are an instructional dean, student services dean, continuing education dean, and a business or administrative dean.

Principal administrative officers of the community colleges meet with their counterparts and members of the State Board for Community Colleges staff through "affinity groups." These groups provide the opportunity for interchange and sharing of information.

III. STATUS OF COMMUNITY COLLEGE OPERATIONS

CHAPTER ABSTRACT

General conditions, trends, and projections for community colleges in the areas of enrollment, instructional programs, finance, and facilities are contained in this chapter.

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ENROLLMENT

CURRENT COMMUNITY COLLEGE STUDENT CHARACTERISTICS

During the 1970s, community college enrollment statewide increased dramatically. During this decade, community college enrollment increased faster than enrollment in other segments of higher education in Maryland. To a very great extent, the growth and development of community colleges during these years was the dominant factor affecting the demography of Maryland higher education.

As shown in Table 1, enrollment in credit programs in Fall 1983 was 104,561. There were 29,953 full-time students (28.7 percent) and 74,608 part-time students (71.3 percent). Full-time enrollment decreased by 535 students (1.8 percent) from Fall 1982 and part-time enrollment increased by 3,165 students (4.4 percent). Total enrollment thus increased by 2,630 students (2.6 percent) from Fall 1982 to Fall 1983.

Community colleges enroll 50 percent of all undergraduates in Maryland public and private higher education institutions and 56 percent of all undergraduates in public higher education institutions. In Fall 1983, 30 percent of all full-time undergraduates in Maryland were attending a Maryland community college and 41 percent of all new freshmen enrolled full-time in Maryland were attending a community college. Seventy percent of all part-time undergraduate enrollees in the State were attending a community college.

The proportion of female students and the proportion of students aged 30 and older has also increased during the past ten years. Accompanying this increase in enrollment in credit programs has been a dramatic increase in the number of citizens participating in continuing education courses offered by the community colleges.

In FY 1983, there were 192,599 registrants in over 9,600 continuing education courses in Maryland community colleges. Noncredit continuing education registrations have increased substantially over the past decade and is likely to account for a

significant number of full-time equivalent student enrollment in the foreseeable future. Such enrollment increases will partially offset declines in the 19-24 age population.

Table I

OPENING CREDIT ENROLLMENT
MARYLAND COMMUNITY COLLEGES
FALL 1964 - FALL 1983

Year	Full-time	Percent Increase (Decrease)	Part-time	Percent Increase (Decrease)	TOTAL	Percent Increase (Decrease)
1964	6,185	34.5	4,779	7.6	10,964	21.3%
1965	9,788	58.2	5,819	21.7	15,607	42.3
1966	10,244	4.6	6,595	11.9	16,839	7.8
1967	11,951	16.6	8,323	26.2	20,274	20.4
1968	14,736	23.3	11,401	36.9	26,137	28.9
1969	19,103	29.6	15,995	40.2	35,098	39.2
1970	21,633	13.2	20,778	29.9	42,411	20.8
1971	23,163	7.1	24,508	17.9	47,671	12.4
1972	23,301	.6	28,963	18.2	52,264	9.6
1973	24,070	3.3	34,646	19.6	58,716	12.4
1974	24,235	.7	40,444	16.7	64,679	10.2
1975	28,177	16.3	48,063	18.8	76,240	17.9
1976	28,924	2.7	51,031	6.2	79,955	4.9
1977	29,278	1.2	55,609	9.0	84,887	6.2
1978	27,748	(5.2)	58,328	4.9	86,076	1.4
1979	28,106	1.3	60,246	3.3	88,352	2.6
1980	28,978	3.1	64,049	6.3	93,027	5.3
1981	29,885	3.1	66,673	4.1	96,558	3.8
1982	30,488	2.0	71,443	7.2	101,931	5.6
1983	29,953	(1.8)	74,608	4.4	104,561	2.6

FUTURE ENROLLMENT

College enrollment in Maryland is influenced by accessibility, population, attendance rates, and retention rates.

Accessibility: Community colleges in Maryland are conveniently located throughout the State. The colleges, realizing the importance of proximity, are increasingly offering courses through satellite centers and on-site in businesses and neighborhood locations, as well as at the home campus.

Population: Community colleges have historically attracted a diverse student body. This has included large numbers of older, married, and working students.

Demographic changes in the number of young people in the State and at the local college level suggest colleges will need to increase even further the number of part-time students from older age groups if they are to maintain current enrollment levels. Data are available from the Maryland Department of State Planning which project significant decreases in the number of students graduating from high school and a 25 percent decrease from 1980 to 1990 in the number of the 15-19 age group in the Maryland population.

Table 2 provides actual data for the number of students and the size of the population of various age groups in Fall 1983. These two items can be used to calculate the current participation rate of each age group. For example, 5.946 percent of the 15-19 age group were attending a community college in 1983. If this age group continues to enroll at community colleges at this rate, and the size of the age group decreases as projected by the Department of State Planning, the number of students in 1985 and 1990 will decrease at the same rate that the population age group decreases. Table 2 indicates that if participation rates for the four age groups do not rise before 1990, there will be 4,505 fewer students in the 15-19 year old group, 531 fewer students in the 20-29 year old group, 2,378 more students in the 30-39 year old group, and 2,204 more students in the 40-99 year old group. Including a projection for the small number of students for which age data are currently unknown, there would be a net decrease of 447 students by 1990.

Decreasing numbers in the younger age group, however, would also mean losing more potential full-time students since the average credit load of the 15-19 year old students is 11.18 credit hours compared with 4.47 credit hour average for those 40 or older. Graph 1 illustrates the increases and decreases in full-time equivalent students (credit hours ÷ 30) for the Fall semester generated by the four age groups if present age group participation rates and the average credit hour load of each age group does not change during the 1980s.

Participation Rate: Recent trends in the enrollment of the 15-19 year old group indicate that the proportion of these potential students attending community college have remained fairly stable. The effect of a decline in the number of people in this group will therefore likely be a corresponding decline in enrollment and the full-time equivalent students produced by this age group. Large increases in participation rate and in the numbers from this age group appear unlikely because of competing military manpower needs, potential changes in grant and loan policies, and increased competition from employment opportunities and other institutions.

The community college attendance rate in the 20-29 year old group has however been increasing in recent years. This group now represents 45 percent of the total student enrollment and produces 45 percent of the credit hours. A total of 137 fewer full-time equivalent enrollment will be produced in 1990 if the participation rate and the credit hour load by this age group remains the same. Continued increases in the participation rate of this group could however produce increases in enrollment and in credit hours.

The number of people in age groups 30-39 and 40-99 will increase during the next seven years. If the participation rate and credit hours remain the same as in Fall 1983, there will be an increase of 766 full-time equivalent students produced by these groups.

Table 2

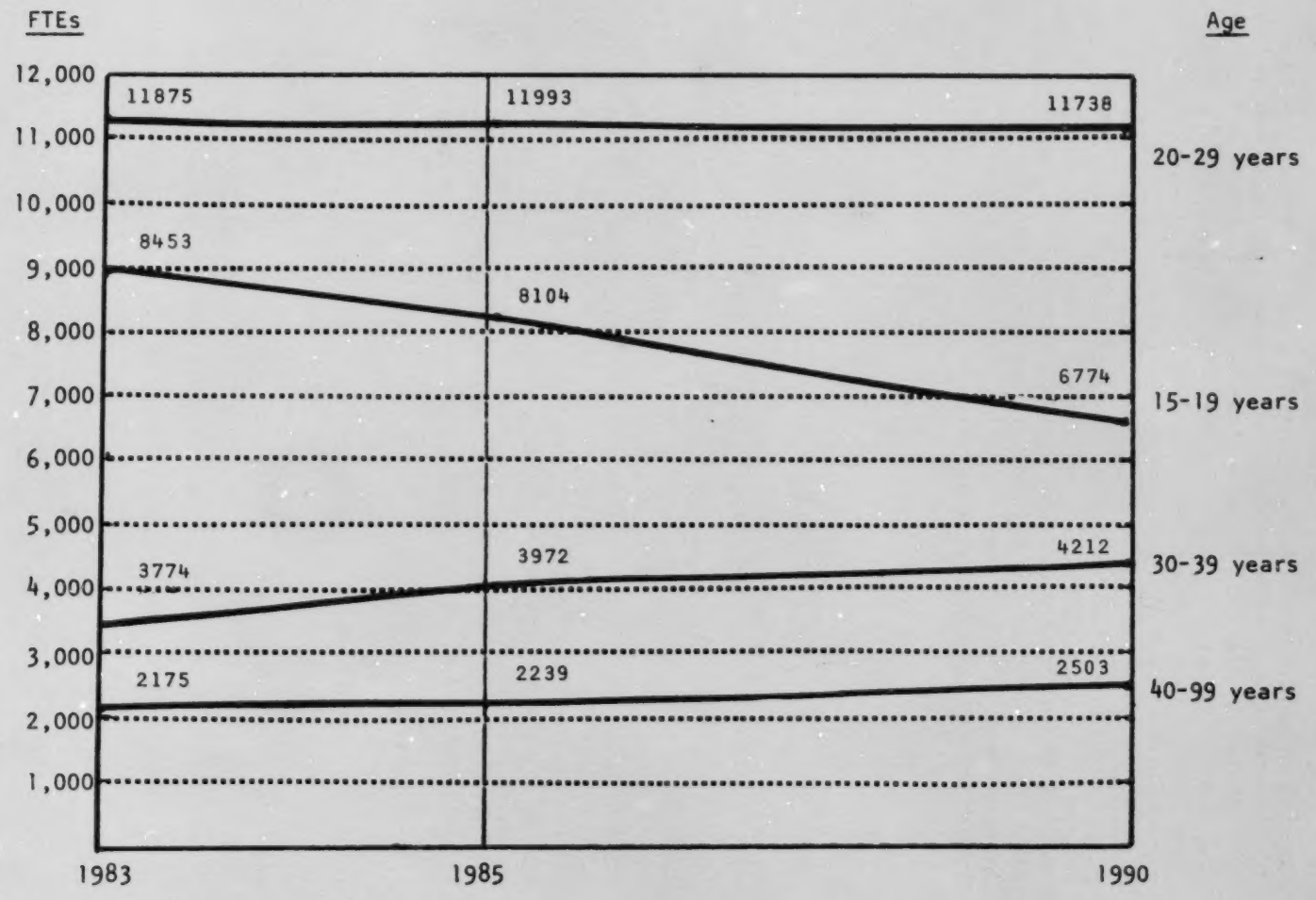
CREDIT ENROLLMENT PROJECTIONS
MARYLAND COMMUNITY COLLEGES
FALL 1983, 1985, AND 1990

Age Group	1983 Population	Fall 1983 Participation Rate	Fall 1983 Actual Students	Fall 1983 Average Credit Load	Fall 1983 Credit Hours	Projected 1985 Population	Fall 1985 Participation Rate	Fall 1985 Estimated Students	Fall 1985 Average Credit Load	Fall 1985 Estimated Credit Hours	Projected 1990 Population	Fall 1990 Participation Rate	Fall 1990 Estimated Students	Fall 1990 Average Credit Load	Fall 1990 Estimated Credit Hours	Change in Credit Hours 1983-1990
15-19	381,441	5.946	22,683	11.18	253,596	365,727	5.946	21,746	11.18	243,120	305,719	5.946	18,178	11.18	203,230	-50,366
20-29	775,122	5.938	46,026	7.74	356,241	782,852	5.938	46,486	7.74	359,802	766,169	5.938	45,495	7.74	352,131	- 4,110
30-39	700,628	2.928	20,513	5.52	113,232	737,289	2.928	21,588	5.52	119,166	781,810	2.928	22,891	5.52	126,358	+13,126
40+	1,549,623	0.942	14,595	4.47	65,240	1,595,350	.942	15,028	4.47	67,175	1,783,354	.942	16,799	4.47	75,092	+ 9,852
Other[1]	890,039	.083	743	4.02	2,987	868,886	.083	725	4.02	2,915	898,404	.083	750	4.02	3,015	+ 28
Total	4,296,853		104,560		791,296	4,350,104		105,573		792,178	4,535,456		104,113		759,826	

[1] Actual and estimated students include "age not reported" and 14 and under age group.

Graph I

PROJECTED FULL-TIME EQUIVALENT CREDIT ENROLLMENT STUDENTS BY AGE GROUP
MARYLAND COMMUNITY COLLEGES
FALL 1983 - FALL 1990



Retention Rate: In addition to new programs and the continuation of efforts to attract and serve older students returning to the colleges to update skills, to retrain for new jobs, and to pursue their educational interests, colleges will need to offer the courses, services, and campus environment which will encourage their current students to stay and continue their education. Student follow-up studies indicate that the average Maryland community college student completes about 31 credits within three and one-half years after entering the community college. The college's ability to increase this rate will depend on developing the services and courses which will encourage these students to take additional courses.

For community colleges, the impact of declines expected in high school students between 1983 and 1990 will be softened somewhat by the potential for continued increase in part-time enrollment by students in older age groups. The success of the community college efforts to increase participation will depend upon the national and State economy, the attractiveness of the programs and quality of instruction, and upon the demographic changes in age patterns.

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ASSISTING STUDENTS IN AND OUT OF CLASS

THE NATURE OF STUDENT SERVICES PROVIDED

The Minimum Requirements for Degree-Granting Two-Year Colleges, established by the State Board for Higher Education, provide minimum standards for student services and activities to be provided by all two-year colleges. Section .11 of the Minimum Requirements indicates that, "Student services and activities shall realistically reflect the stated objectives, purposes, and philosophy of the institution. . .The institution shall be sure that all students have access to a well-developed program of counseling, testing, advisement, orientation, financial aid, career development, placement, health services, food dispensing, and a college bookstore. The specific organization of services, as well as the resources and staffing provided, shall be determined by the individual college, so long as provision for all of the above services are made."

Each Maryland community college provides the services and activities required as well as a wide variety of other student development functions consistent with the history, size, and location of the institution. For example, in some areas of the State it is necessary to provide students with assistance in locating convenient off-campus housing in order to successfully pursue an instructional program at the institution. On the other hand, some community colleges do not need to provide nearly as extensive campus health facilities because of the availability and location of county health department programs and services.

Despite their differences in focus, all community college student development services share a common philosophy of providing necessary and relevant student support systems for the numbers and types of students enrolled in the diverse community college instructional offerings. Services are provided for full-time day students, evening students, part-time students, off-campus students, continuing education students, and business and industry students. A special series of services of instructional

support is often necessary for those students seeking mastery of basic skills in community college remedial education.

In this Plan, attention is given to community college functions, not organizational structures. Structure varies, depending on the factors listed above. Particularly in this section, it is important to realize that student development functions are being addressed. These functions on the campuses may be exclusively responsibilities of the student affairs divisions, they may be shared with other institutional components (such as instruction or finance), or they may be assigned administratively to other operating divisions of the institution. The colleges perform these functions.

ENTRY SERVICES

It is essential that institutions provide for the functions of marketing, outreach, and admission. Although some institutions are reluctant to use the terms marketing and outreach for fear of what the terms mean or how they might be misconstrued; increasingly, institutions of all types--including community colleges--are beginning to realize that there is nothing unseemly about the functions.

Because the college experience of many people took place years earlier and primarily in the four-year college sector, there is the tendency for many to think of the entry functions strictly in terms of "admissions." Community colleges do not reject prospective applicants in accordance with selective criteria. Students are placed in programs based on individual capabilities.

Under the expanded definition of entry services are such individual functions as: high school relations and visitations, educational and career information "brokering," community presentations, business and industry solicitations, and development and packaging of instructional offerings. In many cases, these guidance activities make use of interactive computers. Provision of computerized educational and career information has been a major focus in the State's community colleges and is now a high priority in State administration of vocational-technical education.

A number of Maryland community colleges have developed nationally-recognized marketing strategies to serve entry needs. Properly conceived, a program of marketing strategies must be seen as a dynamic feedback loop, involving the elements of product, place, price, and promotion.

RETENTION SERVICES

Community colleges strive to nurture student success, not to cause failure. Most students entering community colleges have the capability to succeed in some community college program. However, that program may not be their first choice. In developing retention strategies, community colleges attempt to match the needs and abilities of students with particular programs.

Retention services include the traditional student support services of testing, counseling, advisement, and tutoring--albeit with a different orientation and direction. In striving to encourage student success in an appropriate instructional program, the focus must be on the individual and what it takes to engender success for that person.

PERSONAL AND SOCIAL DEVELOPMENT

Within the area of personal and social development is what is commonly thought of as the student activities program of an institution of higher education. Residential colleges--as contrasted with commuter institutions--traditionally have provided extensive programs and activities predominately for the full-time, college-age, undergraduate students living in college housing facilities.

No students live on community college campuses in this State, and many community college students do not fit the mold of the traditional, full-time, college-age undergraduate. This does not mean that programs and activities should not be offered for these students. Rather, it means that programs and activities need to be customized to fit the needs and desires of the students enrolled.

Many Maryland community colleges have achieved a reputation for the development of innovative programs and activities for the new clientele as well as the traditional-age full-time student. A number of the institutions have surveyed part-time adult students to see what they want and need. Out of these needs asssessment studies, new programs have been established.

Other services in this category include student government, student organizations, health services, food dispensing (vending and/or "live" food service), and college bookstore operations. In each case, efforts have been made to structure these programs, activities, and services to the particular needs of the diverse community college student body.

EXIT SERVICES

Graduation counseling, job counseling and placement, and alumni activities are provided by each college. These are designed to provide a transition between education and the world of work or further study. No matter how rewarding community college programs and services are, their effectiveness must be judged in terms of the results students achieve personally and for society after individuals leave the institution. However, in contrast to many four-year colleges and universities, the student goal may not be graduation; and failure to receive a degree or other formal award from the institution should not be seen as an institutional or personal failure. Many students--for job or personal reasons--may enroll to take one course or a short sequence of courses. Having achieved the goal that they themselves set, they leave the institution, sometimes to never return and sometimes to return many years later.

Dealing with a student body attuned to differing needs requires that community colleges (1) determine at time of student entry the students' individual goals; (2) provide services geared to these needs; (3) offer programs designed to meet these needs; and (4) assess after the fact whether indeed the students did achieve the goals they set for themselves. To achieve these objectives, each Maryland community college participates in a continuing series of student follow-up activities.

Students are asked at entry what motivates their attendance at the community college. It is not assumed automatically that students have a degree goal. The programs are offered, assistance is rendered, and whenever a student decides to leave

the institution, he or she is asked (after a specified interval) to complete a questionnaire indicating what he is doing and how effectively the community college met his needs. Former students enrolled in occupational programs are also asked to allow the college to survey their employers to determine how well the community college programs met employer needs. These follow-up surveys provide feedback on the nature and quality of instructional programs and the need for institutional change.

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COMMUNITY COLLEGE INSTRUCTION: DEGREE AND CERTIFICATE PROGRAMS

Originally, the purpose of Maryland community colleges was to provide the first two years of a baccalaureate program. Over the years, however, the institutions have become more comprehensive in the scope of their offerings.

The Maryland Code identifies three major functions for community colleges: transfer programs, occupational programs, and continuing education courses. Occupational programs, however, were not widely available until about 1970. Currently transfer and occupational programs, along with continuing education, represent readily-available major components of Maryland's comprehensive community colleges. Continuing education is addressed in a succeeding section of this chapter.

INSTRUCTIONAL PROGRAM DEFINITION

The State Board for Higher Education defines a program as "a series of courses and/or other supervised educational activities leading to a formal award." In educational parlance, a "formal award" means a degree or certificate awarded for program completion. Within this context, Maryland community colleges offer two types of programs--transfer and occupational.

Transfer Programs: Transfer programs are those curricula designed to prepare students for the continuation of their education in a baccalaureate-level institution. In Maryland these programs parallel the first two years of undergraduate study at the four-year colleges and are primarily in the liberal arts and sciences, business, engineering, and education areas.

Under statutory and regulatory provisions, articulation agreements with the Maryland public four-year colleges and universities have been developed to insure adequate preparation and to facilitate student transfer. Articulation programs also have been developed with independent colleges and universities, both in Maryland and elsewhere. About one-third of community college students transfer to four-year institutions.

Occupational Programs: Occupational programs are designed primarily to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet manpower requirements at two levels:

- Management trainee and technician levels in such fields as health services, business and commerce, engineering, public service, agriculture, and high technology fields, such as data processing and electronics;

- Artisan, trade, and service levels within each of these fields.

Within the framework of occupational programs, community colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minimum of 15 semester hours of required arts and science courses distributed among the humanities, natural sciences and mathematics, and the social sciences. This general education component in occupational programs is typically transferable. Certificate programs must include 12 or more credit hours that stress the technical or manipulative requirements of an occupation.

PROCEDURES FOR REVIEW OF INSTRUCTIONAL PROGRAMS

The review of community college proposals for new instructional programs has been conducted in accordance with procedures contained in the Instructional Program Manual published by the State Board for Community Colleges since 1974. The fifth edition of the manual was published in November 1983 and has been approved by the State Board for Higher Education and the Division of Vocational-Technical Education, Maryland State Department of Education.

The first step in program development is the listing of projected programs in this Plan. Letters of intent to submit program proposals are due in the offices of the State Board for Community Colleges annually by June 15. Following response and comment by the Board, community colleges determine whether to submit a full program proposal, copies of which must be submitted to the Board by November 1. Following action by the State Board for Community Colleges, programs that have been endorsed are submitted to the State Board for Higher Education for final consideration.

INSTRUCTIONAL PROGRAM EVALUATION

A comprehensive two-level system for program evaluation has been implemented. The first level uses data submitted by the colleges on a program-by-program basis during each academic year. The second level, involving an in-depth qualitative examination of programs identified by analysis of Level I information, is conducted by the institution. Following the local qualitative assessment, results of the study and college recommendations are transmitted to the State Board for Community Colleges.

To implement the first, or quantitative, level, the State Board for Community Colleges has developed a computer-assisted Program Data Monitoring (PDM) System. The system aggregates information relating to each individual community college program for a five-year period and displays it on one computer printout page. A sample PDM printout appears in Appendix C.

Criteria for analyzing the enrollment, award, discipline cost, and follow-up data have been developed with the assistance of the academic and occupational deans and the directors of institutional research. Each program not meeting the condition of any criterion is flagged.

The computer searches the data for each program and contrasts not only information about that program but also compares program data against other programs

at that college and similar programs in other colleges. In each instance that a program fails to meet the tolerance level for a specific criterion, the computer prints the designation: "PDM quantitative criteria checks indicate: (followed by a listing of the specific criteria)."

TRENDS IN IMPLEMENTATION OF NEW INSTRUCTIONAL PROGRAMS

Academic programs in community colleges are of two types, transfer and occupational. Little change is expected in the transfer offerings in the community colleges during the 1980s. Because of the changes in the demography of Maryland, there may be fewer students enrolling in the transfer programs, but the transfer programs respond to the four-year colleges and will adapt as the four-year colleges change their freshman and sophomore requirements.

Changes in the 1980s in community college occupational programs will be stimulated primarily by supply and demand in the workforce. Key growth areas for the current decade are in the service sector, including office occupations, business, and health. Office occupations with a great deal of potential are secretarial and clerical. Program development can be expected to help persons upgrade their job skills and to prepare persons for changes in office technology, such as word processing and information processing networks. In the business field, considerable growth can be expected in merchandising and mid-level management. Although fewer persons are employed in the computer field than the previously mentioned occupations, considerable growth can be expected and programs that prepare persons for programming and systems design will be in demand. Further, many occupations will require computer literacy, and the computer and data processing curricula will play an important role in providing the service courses necessary for other occupations. The allied health professions are also likely to show continued growth, especially nursing.

Community colleges presently offer associate degrees and certificates. Statewide student follow-up studies have indicated that many persons attend the community college with educational aspirations that are less than the associate in arts degree. Responding to this, many community colleges have begun to increase their certificate offerings. Such a trend can be expected to continue in the coming years.

Finally, community colleges will likely continue to attract adults who have completed four or more years of college in the liberal arts and who want to develop technical skills for immediate employment. According to the U. S. Occupational Outlook Handbook, the number of four-year college graduates has risen faster than the number of jobs that require a baccalaureate degree. In fact, the occupations with the greatest change in employment in the 1980s are projected to be in the clerical, service, and technician areas. Program development in the community colleges will be geared to those employment needs.

CURRENT AND PROJECTED PROGRAMS

Increasing emphasis on occupational programs reflects changing values and attitudes among students as to the level of education required to qualify for desirable employment opportunities. As a result of this changing emphasis, statewide enrollment in occupational programs increased from 37 percent of the total enrollment in 1974 to 49 percent in 1983. The number of occupational certificates awarded increased from

252 in the 1973-1974 academic year to 1,438 in the 1982-1983 academic year. Fifty-eight percent of the associate degrees given in 1982-1983 were in occupational programs.

Community colleges have projected 68 new programs for Fall 1985, 60 for Fall 1986, and 49 for Fall 1987-Fall 1989. These projections were supplied by the colleges and represent only the first of three steps in programs proposed to the State Board for Community Colleges. The second step is a Letter of Intent due in June; and the third step is a full proposal, due in November. During these three steps, many factors are weighed by the college and most projected programs are not implemented. For example, only six new programs were approved for Fall 1984 while the 1983 State Plan projected 78. Each proposed program is evaluated on its merits according to the criteria in the Instructional Program Manual.

STATEWIDE PROGRAMS

The State Board for Community Colleges has designated thirty-four instructional programs at fourteen Maryland community colleges as statewide programs. In addition to providing greater opportunity to additional Maryland citizens, the implementation of statewide programs allows for more effective planning for the placement of new instructional programs, particularly in high-cost specialties. Since residents of one county can enroll in designated programs in adjoining areas with little or no additional cost, there is less need to have all programs available locally. This procedure tends to reduce unnecessary duplication of effort.

The programs designated as statewide are:

Allegany Community College
- Dental Hygiene
- Forest Technology
- Respiratory Therapy

Anne Arundel Community College
- EMT-Paramedic

Community College of Baltimore
- Dental Hygiene
- International Trade
- Physical Therapy Assistant
- Respiratory Therapy

Catonsville Community College
- Air Transportation Management
- Mortuary Science
- Occupational Safety and Health Technology

Cecil Community College
- Professional Photography

Dundalk Community College
- Labor Studies
- Physical Fitness Technology
- Retail Floristry
- Stationary Engineering Technology
- Water Systems Technology

Essex Community College
- Animal Science Technology
- Radiation Therapy Technology

Frederick Community College
- Park Operation and Management

Garrett Community College
- Veterinary Science Technology
- Wildlife Management

Harford Community College
- Electrodiagnostic Technology
- Science Laboratory Technology (Histotechnology option)

Howard Community College
- Biomedical Engineering Technology
- Vision Care Technology

Montgomery Community College
- Fire Science

Prince George's Community College
- Medical Laboratory Technology
- Medical Records Technology
- Nuclear Medicine Technology
- Respiratory Therapy

Wor-Wic Tech Community College
- Hotel-Motel-Restaurant Management
- Nursing, Practical
- Nursing, Registered

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COMMUNITY COLLEGE INSTRUCTION: CONTINUING EDUCATION

Since the establishment of the first community college in 1946, continuing education course development has been an important element of the community college mission. In recent years continuing education, community service, and public service activities

have emerged among the most vital components of Maryland's comprehensive community colleges. Continuing education includes courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. Community and public service activities include workshops, seminars, and lecture series dealing with key political, social, and economic issues facing our communities.

Many individuals participate in community service activities for general personal enrichment. Continuing education courses and community and public service activities are provided on campuses and in facilities located throughout the community college service areas. These offerings make the community college available to all citizens regardless of age, interest, or previous educational attainment.

The State provides support for certain continuing education courses in accordance with policies and procedures adopted by the Board. The State does not participate directly in the cost of community and public service activities.

CONTINUING EDUCATION DEFINITION

The State Board for Community Colleges defines continuing education as regularly scheduled community college courses offered not for academic credit but designed to meet the needs of part-time and returning students. Some continuing education courses are self-supporting and some are State-assisted. State supported continuing education is defined as only those noncredit adult education courses that have been evaluated and approved by the State and that are offered to satisfy the vocational development, professional development, and self-development needs of part-time and returning adult students. State supported continuing education in Maryland must be in a course format. Certain community college continuing education courses carry "continuing education units," a nationally recognized method for measuring and recording completion of courses that do not carry academic credit but do meet established criteria for evaluation of student learning. Other courses do not carry this designation.

COMMUNITY SERVICE DEFINITION

The State Board for Community Colleges defines community service as activities, other than formal courses, that are developed for the growth, education, development, or enrichment of Maryland citizens and groups. Community service instruction need not be in a course format and frequently is offered as short-term instructional activities, such as seminars or workshops. The State does not participate in the funding of community service activities; they are self-supporting or are funded by the political subdivisions or outside sources. Many community service activities are targeted for special populations identified by federal, State, or local governments and generally are short-term in nature.

PROCEDURES FOR CONTINUING EDUCATION COURSE APPROVAL

Community college continuing education courses are offered in accordance with written descriptions and objectives, are open to the public, and involve direct faculty-student instructional contact. Within this area, there are two major categories of instruction that comprise the continuing education curriculum: (1) courses for which State funding is requested; and (2) courses for which State funding is <u>not</u> requested.

The State Board for Community Colleges has developed procedures for the determination of eligibility for participation by the State of Maryland in individual continuing education courses. Each course for which State aid is requested must be submitted and reviewed individually for analysis of its goals and objectives, instructional methodology, course length, location, and target population (if applicable). The staff makes a prompt determination on each course based on State Board policies and procedures and communicates the eligibility status immediately to the appropriate community college. Each college can appeal the staff decision to the Board.

In FY 1983, 9,657 continuing education courses were reviewed for eligibility. The enrollment for these courses totaled 192,599 registrants. Approval by the State Board staff continues for a period of not less than two fiscal years, unless the college has been notified otherwise in writing by the Board. Conditions may change, but new submission and evaluative criteria for State funding generally are not applied retroactively.

TRENDS IN CONTINUING EDUCATION SUBJECT AREAS

Instruction in continuing education encompasses an array of courses designed for the adult student. Unlike credit instruction, which classifies subject matter by the HEGIS system, continuing education subject matter is classified through a 22-category Board subject taxonomy. The State Board subject classification is used by the Board to classify continuing education instruction in a format that enables the State to collect and record these enrollment data more efficiently. The classification system places greater emphasis on the vocational-technical area of study, provides for greater flexibility in relationship to the organization of continuing education instruction, and allows for categorization of subject matter not easily classified under the traditional content areas of the HEGIS taxonomy.

Much of the coursework developed in continuing education is learner-centered and involves a training, developmental, and self-enrichment focus. Between FY 1979 and FY 1983, community colleges developed the majority of continuing education courses in four major subject areas: business, education, health, and industrial arts. The business subject area, which relates to occupational upgrading in the areas of secretarial sciences, sales, office practices and procedures, real estate, financial accounting/administration, and insurance, encompasses 26 percent of all courses presented for State review during FY 1983. Most growth has been in courses developed for small businesses.

THE CONTINUING EDUCATION ROLE IN VOCATIONAL-TECHNICAL EDUCATION

Many community college continuing education courses contain important vocational-technical content. Whether a vocational course is offered as a credit or continuing education course depends on a number of factors. Generally credit vocational courses are developed as part of a full curriculum in the subject area. Likewise, credit courses operate on a traditional academic schedule of two 15-week semesters.

Providing continuing education courses meets the minimum contact hour requirements of the Board, these courses need not be structured over a regular academic semester nor are they required to start or end at a prescribed time. Rather, courses can be customized to meet emerging needs in a flexible and meaningful way. These

factors have been of major importance in the development of continuing education offerings in the vocational-technical areas.

Another separate factor has been important historically in the design of continuing education vocational-technical courses. As part of their legacy in what were then principally liberal arts institutions, some community college faculties in the past could not see how certain "dirty hands" areas could be viewed as college-level work worthy of the granting of academic credit. Such areas as diesel technology; heating, ventilation, and air conditioning; pollution abatement; and sanitary technologies are in this category. As community colleges have come to more clearly see the comprehensive needs they serve, some colleges have moved such courses into the credit area. However, many vocational-technical courses remain for one reason or another also in the continuing education area of the colleges.

CONTINUING EDUCATION AS PART OF THE COLLEGE PUBLIC SERVICE MISSION

Colleges and universities, public and private, have viewed as one part of their mission the area of public service. In the traditional taxonomy, the three major functions of American higher education are: transmitting the cultural heritage, seeking new knowledge, and providing service to the public in a variety of ways.

As the only postsecondary institutions with "community" in their name and as institutions funded by State and local government, community colleges have taken a particular interest in meeting local, regional, and statewide needs. Such needs include service to citizens, organized groups, government, business, and industry. Recent effort by community colleges has been directed toward maintaining and expanding the economic development of Maryland. A large portion of the activities aimed toward economic development has been sponsored by the continuing education divisions of the community colleges.

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COMMUNITY COLLEGE FACULTY

As indicated in their mission statement, Maryland community colleges are principally teaching institutions. There is only limited sponsored research, and the focus clearly is on the quality of instruction offered to students.

In an environment in which teaching and learning are pivotal, one cannot discuss the quality of instruction without reference to the faculty and to the staff whose role is to facilitate the learning process.

Acting upon the recommendation of the presidents, the local boards of trustees of Maryland community colleges are authorized by the Maryland Code to "appoint faculty members and other employees necessary for the efficient administration of the community college." Maryland does not provide for statewide certification of higher education faculty. However, the Minimum Requirements for Degree Granting Two-Year Colleges do include general provisions in regard to faculty competence and assignment. Generally faculty are required to possess at least an earned master's degree when assigned to teach academic subjects.

In addition, each faculty member is required to "have a well-documented record of successful performance as a practitioner in his or her field" and to provide "continuing evidence of keeping abreast of developments in his or her field." For faculty who teach specialized courses of a vocational or technical nature, the highest feasible educational attainments are "expected compatible with teaching assignment, practical experience being given specialized consideration."

During the academic year 1983-84, there were 4,865 faculty members at Maryland community colleges teaching credit courses of which 1,812 were full-time and 3,053 were part-time faculty. Additional data on employees by college and function appear in Appendix B.

Characteristics of the full-time faculty responsible for much of the credit instruction are shown in Table 3. Systemwide, 43 percent of the full-time faculty are female, 9 percent are minority, 68 percent are tenured, 90 percent have a master's or higher education degree, and the median age is 43.

Table 3

CHARACTERISTICS OF FULL-TIME CREDIT FACULTY
MARYLAND COMMUNITY COLLEGES
AS OF SEPTEMBER 30, 1983

College	Total Full-time Faculty	Percent Female	Percent Minority	Percent with Tenure	Percent with Master's or Higher	Median Age	Median Salary
Allegany	78	51%	1%	65%	78%	40	$20,160
Anne Arundel	178	39	7	69	92	42	26,857
Baltimore	145	46	32	74	83	45	24,518
Catonsville	232	42	6	82	90	43	29,674
Cecil	28	57	7	46	92	38	21,426
Charles	43	33	12	58	90	40	25,020
Chesapeake	34	53	9	42	81	46	20,695
Dundalk	55	46	13	56	90	39	25,702
Essex	178	38	5	84	90	42	28,423
Frederick	39	51	10	8	90	46	21,316
Garrett	22	27	5	32	82	36	18,725
Hagerstown	49	39	4	82	94	43	24,241
Harford	83	45	2	77[1]	88	44	27,467
Howard	44	57	11	-[1]	80	40	23,005
Montgomery	338	41	7	67	93	45	31,497
Prince George's	238	41	11	78[2]	93	44	32,247
Wor-Wic Tech	20	60	5	-[2]	75	43	21,342
SYSTEMWIDE	1,804	43%	9%	68%	90%	43	$27,972

1 Faculty contracts are for one and two-year periods.

2 Faculty contracts are for a one-year period.

SOURCE: Employee Data System

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FINANCING CURRENT OPERATIONS

OPERATING BUDGET FOR AGENCY AND COMMUNITY COLLEGE SYSTEM

The Board's projected operating budget is divided into three categories: State Aid to Community Colleges (including Social Security, Statewide Programs, Aid to Garrett Community College for West Virginia residents enrolled under an interstate agreement, Full-time Equivalent Student Based Aid, and the Optional Retirement Program), General Administration, and Federal Funds (Table 4). The General Administration budget represents less than one percent of the total allocation for the agency.

CURRENT FUNDING FORMULAS

In accordance with statutory provisions, community college operating costs are financed by three major sources: the State, the local political subdivisions, and students through tuition and fees. Section 16-403 of the Education Article of the Maryland Code specifies the operation of the community college funding formulas.

Community college budget requests are developed by individual community colleges and are submitted by the college boards of trustees for consideration by the governing bodies of the sponsoring political subdivisions. The operating budget must be approved by the respective county/city government.

State Share: The level of State support is based on an enrollment-driven formula and funding is contingent on actual enrollment. It is reasonable to assume that the State should continue to increase the present State aid rate structure in order to keep up with rising costs and to at least maintain the current proportion of State support.

The fiscal commitment at the State level under current statute is primarily based on institutional enrollment and provides a maximum dollar aid rate per full-time equivalent (FTE) student. The State funding formula is illustrated in Table 5. The State share is 50 percent of the current expenses of each community college but shall not exceed $910 per full-time equivalent student (covering thirteen of the seventeen community colleges). Also, these colleges receive $14 per part-time credit student enrolled at the institution and a flat grant of $270,000 per each college board of trustees. The State recognizes that the higher costs at very small institutions and at regional community colleges require differences in the amount and proportion of State support. For small/regional institutions the State share is 55 percent of the current expenses but shall not exceed $1,720 per full-time equivalent student.

Graph 2 reflects the actual systemwide level of State funding for community college current operations from 1979 to the 1984 fiscal year.

Local Share: Current statute requires that the local political subdivision contribute a minimum of 28 percent (covering fourteen of the seventeen community colleges) and 32 percent of the other three institutions (Cecil, Chesapeake, and Garrett). Table 6 shows the dollar amount and percentage of local support for each community college. Graph 2 also reflects the actual systemwide level of local support for current operations FY 1983.

Table 4

STATE BOARD FOR COMMUNITY COLLEGES
PROJECTED AGENCY EXPENDITURES
(STATE AID LIMITED TO STATUTORY MAXIMUM)
FISCAL YEARS 1985 - 1990
(In Thousands)

	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990
State Aid under Statutory Funding Formula:[1]	$70,469	$70,686	$72,738	$75,030	$77,228	$79,460
Employer Share of Social Security[2]	5,488	5,778	6,124	6,492	6,881	7,294
Statewide Programs	85	135	140	145	150	155
West Virginia Residents at Garrett	49	69	69	69	69	69
Optional Retirement Program[3]	1,168	1,285	1,414	1,555	1,711	1,882
SBCC Administration[4]	501	529	555	582	611	642
Federal Funds:						
Vocational-Technical Education	75	75	75	75	75	75
Job Training Partnership Act:						
Grant Administration	52	52	52	52	52	52
Coordination Grants	437	437	437	437	437	437
TOTAL	$78,324	$79,046	$81,604	$84,437	$87,214	$90,066

Assumptions:[1]

	1985	1986	1987	1988	1989	1990
Aid rate	$910/$1,720	Anticipated aid rate increase not included due to formula study	2% rate increases and 1% enrollment growth			
Flat grant	$270,000					
Part-time rate	$14					
Part-time credit students	113,516					
Full-time equivalent	69,300	69,300				

[2] Six percent inflation factor.

[3] Four percent new participants and 6 percent inflation factor.

[4] Five percent inflation factor.

Table 5

STATE AID FUNDING FORMULA
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1985 PROJECTIONS

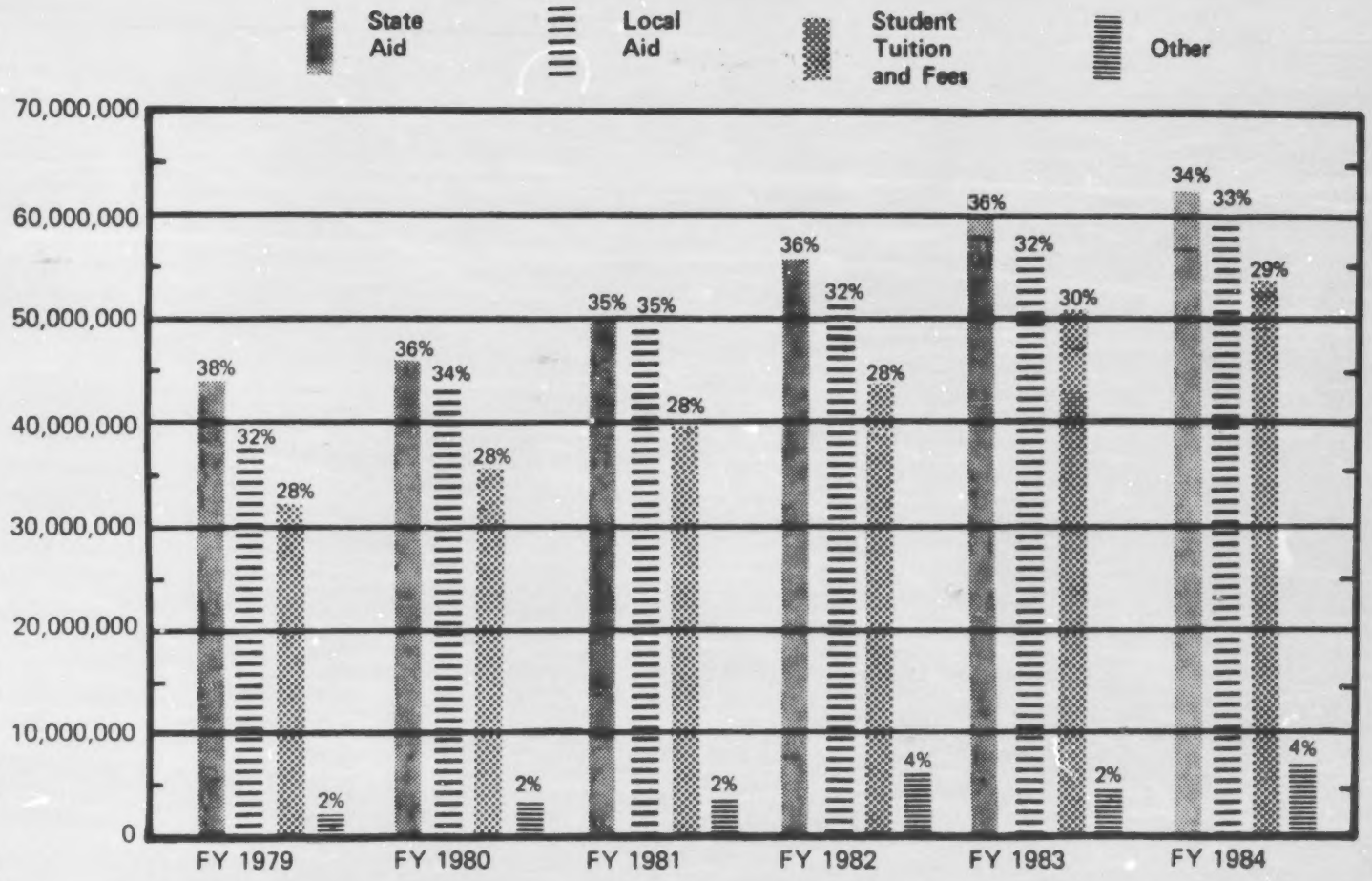
College	Approved Full-time Equivalent Enrollment	State Aid Rate	Projected State Aid	Flat Grant	Approved Part-time Enrollment	Projected Part-time State Aid $14 Per Student	Projected Total State Aid
Allegany	2,155	$ 910	$ 1,961,050	$ 270,000	1,000	$ 14,000	$ 2,245,050
Anne Arundel	5,900	910	5,369,000	270,000	9,715	136,010	5,775,010
Baltimore City	6,553	910	5,963,230	270,000	11,000	154,000	6,387,230
Baltimore County:							
Catonsville	8,050	910	7,325,500	90,000	14,125	197,750	7,613,250
Dundalk	3,019	910	2,747,290	90,000	5,000	70,000	2,907,290
Essex	6,662	910	6,062,420	90,000	12,300	172,200	6,324,620
Cecil	934	1,720	1,606,480	-	-	-	1,606,480
Charles	2,300	910	2,093,000	270,000	5,208	72,912	2,435,912
Chesapeake	1,238	1,720	2,129,360	-	-	-	2,129,360
Frederick	1,940	910	1,765,400	270,000	3,600	50,400	2,085,800
Garrett	632	1,720	1,087,040	-	-	-	1,087,040
Hagerstown	1,792	910	1,630,720	270,000	3,125	43,750	1,944,470
Harford	3,370	910	3,066,700	270,000	5,300	74,200	3,410,900
Howard	2,507	910	2,281,370	270,000	4,950	69,300	2,620,670
Montgomery	11,950	910	10,874,500	270,000	22,000	308,000	11,452,500
Prince George's	9,588	910	8,725,080	270,000	16,193	226,702	9,221,782
Wor-Wic Tech	710	1,720	1,221,200	-	-	-	1,221,200
TOTAL	69,300		$65,909,340	$ 2,970,000	113,516	$ 1,589,224	$70,468,564

NOTES: Projections were approved by the Governor and General Assembly and included in the FY 1985 budget. The State aid formula is enrollment driven and funding is contingent on actual enrollments realized during the FY 1985 period.

This table does not include the employer share of Social Security or retirement paid by the State.

Graph 2

CURRENT UNRESTRICTED REVENUES BY SOURCE
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1979 - 1984
(Systemwide)



FY 1979 - 1983 - Actual FY 1984 - Budgeted

Table 6

CURRENT UNRESTRICTED REVENUE BY SOURCE
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1983

College	State Aid Amount	%	Local Aid Amount	%	Student Tuition and Fees Amount	%	Other Amount	%	TOTAL
Allegany	$ 1,812,995	35	$ 1,381,800	27	$ 1,709,221	33	$ 252,163	5	$ 5,156,179
Anne Arundel	5,035,044	35	4,772,990	33	4,760,814	33	-	-	14,568,848
Baltimore	5,666,674	44	3,218,281	25	4,036,772	31	93,100	1	13,014,827
Catonsville	6,834,083	36	6,912,860	37	4,870,108	26	297,673	2	18,914,724
Cecil	1,308,330	44	1,013,634	34	536,256	18	93,926	3	2,952,146
Charles	2,168,648	35	1,586,415	25	1,782,788	28	737,944	12	6,275,795
Chesapeake	1,658,359	49	979,817	29	441,708	13	294,300	9	3,374,184
Dundalk	1,950,984	30	3,590,290	55	895,511	14	57,577	1	6,494,362
Essex	5,429,257	35	5,847,832	38	3,867,637	25	207,015	1	15,351,741
Frederick	1,820,965	42	1,161,400	27	1,306,821	30	78,190	2	4,367,376
Garrett	954,985	50	654,200	34	269,222	14	19,143	1	1,897,550
Hagerstown	1,704,881	39	1,212,184	27	1,431,686	32	64,437	1	4,413,188
Harford	2,967,348	37	2,800,000	35	2,105,115	26	155,396	2	8,027,859
Howard	2,280,958	36	2,037,195	32	1,876,156	30	80,549	1	6,274,858
Montgomery	9,888,897	27	12,871,000	35	12,532,642	34	1,104,384	3	36,396,923
Prince George's	8,289,848	38	5,127,337	24	7,829,723	36	541,591	2	21,788,499
Wor-Wic Tech	851,123	54	328,887	21	359,304	23	51,032	3	1,590,346
TOTAL	$60,623,379		$55,496,122		$50,611,484		$ 4,128,420		$170,859,405
SYSTEMWIDE AVERAGE		35%		32%		30%		2%	

NOTES: Percentages may not total to 100 due to rounding.
This table does not include the employer share of Social Security or retirement paid by the State.

SOURCE: SBCC-CC-4

Student Share: Current statute requires that student support be set at certain minimum levels of funding. A 22 percent rate was established for thirteen of the seventeen community colleges. Minimum student support through tuition and fees is 13 percent of current expenses at Cecil, Garrett, and Chesapeake. Student support at Wor-Wic Tech must be at a minimum level of 17 percent.

During the period FY 1979 through FY 1982, systemwide student revenue has been maintained at a 28 percent funding level and increased to 30 percent in FY 1983.

COMMUNITY COLLEGE AUDITS

The Maryland General Assembly, in 1978, enacted legislation providing that the State Board for Community Colleges establish guidelines within which community college audits must be conducted. The Board established comprehensive guidelines published in the Maryland Register on May 4, 1979 which went into effect with the conduct of community college audits for FY 1979.

The selection and payment of the independent certified public accountant who conducts the audit is the responsibility of each community college. Annually the audit firm releases three reports to the State Board:

Financial Statements and Auditor's Report: An independent auditor examines each college's financial statements and expresses an opinion as to whether the statements present fairly the college's financial position, results of operations, and changes in financial position for the year then ended in conformity with generally accepted accounting principals. The audits are conducted in accordance with generally accepted auditing standards and, accordingly, include such tests of the accounting records and such other auditing procedures as are considered necessary in the circumstances.

Management Letter: The management letter is prepared in accordance with the statements on Auditing Standards of the American Institute of Certified Public Accountants. The primary objective of this report is to improve the financial and accounting operations at the community college. The audit recommendations assist management, who is responsible for establishing and maintaining a system of internal accounting control. The State Board for Community Colleges prepares an annual report of the auditors' recommendations contained in the management letters relating to the college audits, the community college responses, and the Board actions. The current statute, Education Article, Title 16, Section 407(b) requires that the State Board for Community Colleges forward this report to the Legislative Auditor. The report is also forwarded to the Governor, the Comptroller, the Treasurer, the Secretary of Budget and Fiscal Planning, and the Commissioner of Higher Education.

The State Board for Community Colleges concludes that community colleges have improved their fiscal and accounting operations as a result of this process. The Board further believes that issuance of this public report increases the level of accountability for the public dollars expended by the community colleges.

Annual Financial Report: This is a special purpose report required by the State Board to fulfill its responsibilities in administering State Aid to Community Colleges.

Also, this report is designed to provide essential information about enrollment and the financing of current operations in Maryland community colleges. The Annual Financial Report is the source of information used to prepare the annual publication, Maryland Community Colleges Selected Financial and Enrollment Data.

DISCIPLINE COST ANALYSIS SYSTEM

The community college Discipline Cost Analysis System is an important management tool. The system was developed jointly by the State Board for Community Colleges and the individual community colleges to serve a variety of needs. A uniform Discipline Cost Analysis System is considered important for internal management purposes as well as a means of fulfilling the requirements of the State Board for Community Colleges Program Data Monitoring System.

The discipline cost data provide the community colleges with important information that aids their planning and budgeting processes. The data also provide the Board and the community colleges with a financial basis for evaluating programs.

Discipline cost data can be used to arrive at an approximation of the cost of a curriculum but are not program cost data. No attempt is made to trace students through the myriad of courses which make up their program; and, therefore, the discipline costs in Maryland community colleges should not be compared to program costs at other institutions.

PROJECTED NET OPERATING COSTS

Table 7 illustrates the actual systemwide cost per full-time equivalent student for FY 1975 through FY 1983, the budgeted cost per FTE for FY 1984, and the projected systemwide cost per full-time equivalent student for FY 1985 through FY 1990.

Table 7

ACTUAL AND PROJECTED COST
PER FULL-TIME EQUIVALENT STUDENT
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1974 - 1990

Fiscal Year	Net Cost Per FTE Student
1974	$ 1,648
1975	1,711
1976	1,665
1977	1,802
1978	1,903
1979	2,103
1980	2,195
1981	2,353
1982	2,452
1983	2,562
1984	2,638
1985	2,876
1986	3,020
1987	3,139
1988	3,264
1989	3,393
1990	3,577

FTE = Full-time equivalent

NOTE: Actual: 1974-1983
Budgeted: 1984
Projected: 1986-1990
Assumptions
Operating expenditures--5 percent annual increase
Enrollment--1 percent growth

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PHYSICAL FACILITIES (CAPITAL CONSTRUCTION)

Developing educational requirements and initiating planning for new facilities are responsibilities of the community college boards of trustees based upon policies established by the State Board for Community Colleges. The State Board for Community Colleges, by authority of Maryland law and pursuant to the State Guidelines

for Community College Facilities Planning, has the authority to review all plans for new facilities. The Board solicits the comments of the State Board for Higher Education, the Department of State Planning, and the Department of General Services.

After project proposals are reviewed by the Board staff, recommendations on the advisability of capital projects are made to the Board of Public Works, which has the final authority for all State funded capital projects. The State Board for Community Colleges is also charged with the responsibility to develop detailed physical facilities requirements and projections of capital funds necessary to finance them.

PRESENT AND PROJECTED FACILITIES REQUIREMENTS

Table 8 includes an inventory of present and projected net assignable square feet for Maryland community colleges through FY 1989. Projected facilities requirements are based upon revised facilities and space guidelines adopted by the Board of Public Works in November 1974. Facilities requirements also reflect projected full-time day equivalent (FTDE) enrollments at each institution through FY 1989.

PROJECTED CAMPUSES

To avoid excessively large student populations on a single campus and at the same time to insure greater geographic accessibility, it may be necessary to construct additional campuses. Map I indicates present colleges, branch campuses, and a planned campus. On the basis of projected space requirements, the State Board for Community Colleges has approved the establishment of one additional campus in Prince George's County in the Clinton area. Prince George's Community College is currently reassessing its plans for this campus and will not initiate further development during the current fiscal year.

Any consideration of new campuses or new colleges in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for Community Colleges for the establishment of additional campuses or new colleges in Maryland will be based upon college presentation of a county or service area master plan, programs to be offered, site location, and specific campus enrollment projections.

POLITICAL SUBDIVISION WITHOUT A COMMUNITY COLLEGE

In Fall 1983, 23 of the 24 political subdivisions in Maryland were served by a community college. Over 99.5 percent of the State's population lives in these counties and Baltimore City. Map I indicates that four counties do not have their own community college: Carroll, Calvert, St. Mary's, and Somerset. Carroll County is served by a branch campus of Catonsville Community College. Charles County Community College opened a branch campus in St. Mary's County in Fall 1978 and in Calvert County in Fall 1980. Somerset County remains the only political subdivision of the State in which community college services are not available locally.

National guidelines for the establishment of new community colleges vary in their estimate of the full-time equivalent enrollment necessary to insure the viability of an institution. Based on Maryland's experience over the past twenty-five years, the community college facilities guidelines state that a projected full-time equivalent

Table 8

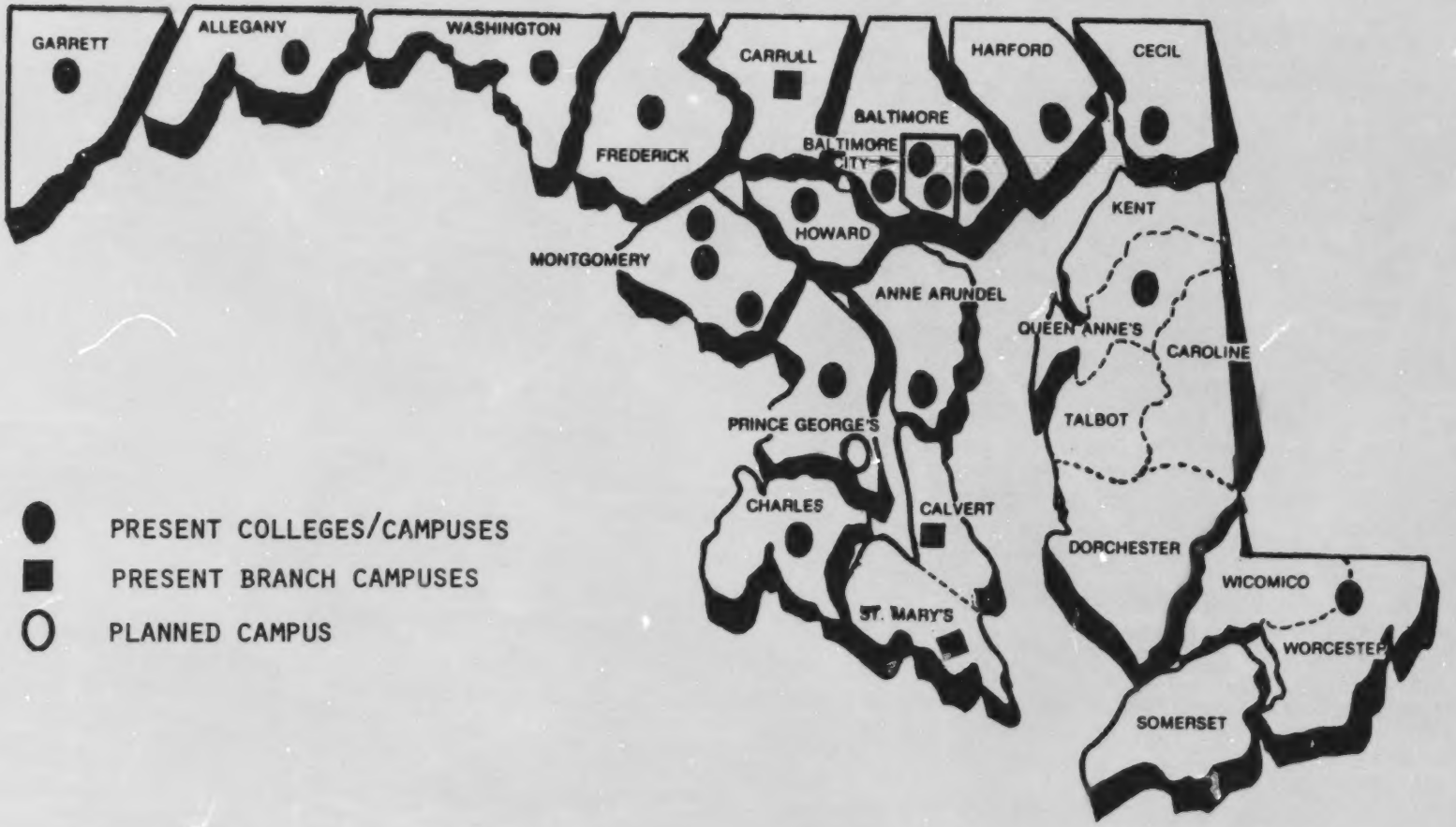
INVENTORY OF EXISTING AND PROJECTED NET ASSIGNABLE SQUARE FEET
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1984

College	Existing NASF FY 1984	Total FTDE FY 1984	NASF ÷ FTDE FY 1984	On SBCC Priority List	Projected NASF In FY 1989	Projected Total FTDE FY 1989	NASF ÷ FTDE FY 1989
Allegany	171,603	1,049	163.59	-	171,603	1,013	169.40
Anne Arundel	219,460	3,100	70.79	25,799	245,259	3,233	75.86
Baltimore	325,770	3,815	85.39	-	325,770	3,818	85.32
Catonsville	279,635	2,968	94.22	38,141	317,776	3,208	99.06
Cecil	52,533	358	146.74	35,540	88,073	425	207.23
Charles	132,625	873	151.92	5,000	137,625	974	141.30
Chesapeake	101,005	627	161.09	-	101,005	662	152.58
Dundalk	114,453	765	149.61	-	114,453	773	148.06
Essex	308,614	3,648	84.60	32,000	340,614	3,609	94.38
Frederick	83,884	1,350	62.14	21,160	105,044	1,539	68.25
Garrett	63,013	248	254.08	-	63,013	261	241.43
Hagerstown	117,005	971	120.50	-	117,005	1,005	116.42
Harford	183,420	1,688	108.66	-	183,420	1,790	102.47
Howard	122,237	1,142	107.04	29,000	151,237	1,644	91.99
Montgomery	699,555	8,472	82.57	18,300	717,855	9,074	79.11
Prince George's	302,002	5,604	53.89	91,250	393,252	6,187	63.56
Wor-Wic Tech	-	324	-	-	-	285	-
TOTAL	3,276,814	37,002	88.56	296,190	3,573,004	39,500	90.46

FTDE = Full-time day equivalent
NASF = Net assignable square feet

Map I

MARYLAND COMMUNITY COLLEGES



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enrollment of 700 within five years be recognized as the minimum enrollment guideline for the establishment of a new community college. Local political subdivisions must initiate and forward to the State Board for Community Colleges any request for the introduction of new community colleges or new campuses of existing institutions.

ALTERNATIVES TO ESTABLISHING PERMANENT FACILITIES

The first alternative to the establishment of a permanent campus in a county without a college is to operate a community college using existing facilities. This has been accomplished at Wor-Wic Tech Community College serving Worcester and Wicomico Counties. Another alternative is not to operate a separate community college but to contract with nearby community colleges to establish a branch in the county, such as Carroll County has done with Catonsville Community College and St. Mary's and Calvert Counties have done with Charles County Community College.

Use of a branch campus can provide a trial period to test local desire for the establishment of a college. At the end of the trial period, the county can decide whether to (1) discontinue the experiment if the response indicates that community college instruction is unwanted, (2) continue the use of a branch campus indefinitely (or for an additional trial period), or (3) plan for the establishment of a local community college.

STATE CAPITAL FUNDING FORMULA

The State provides at least 50 percent of the capital funds required for community college construction on a matching basis for projects which are eligible for support under the State facilities guidelines. In some instances community colleges are eligible for more than 50 percent State Aid based upon the level of State support for the local public school system. Regional community colleges are eligible for 75 percent in State Aid.

Prior to July 1, 1975, the capital construction bonds for Maryland community colleges limited State Aid to 50 percent of $6,000 per full-time day equivalent student. In those instances where the public school formula was used, this limitation was adjusted. Effective with the passage of the FY 1976 bond bill (July 1, 1975), this statutory limit was increased to 50 percent of $8,000 per full-time equivalent student using the following formula:

> $6,000 multiplied by the projected full-time equivalent capacity of the college, less the total cost of projects at the college approved by the Board of Public Works prior to the effective date of this Act . . . the result of this calculation to be multiplied by 1.33 (the factor of $8,000 divided by $6,000).

State participation includes its share of eligible cost of site acquisition and development, architect-engineer fees, construction costs, furniture, and equipment.

STATE PARTICIPATION IN COMMUNITY COLLEGE CAPITAL COSTS

During the period FY 1961-FY 1984, the Maryland General Assembly authorized $115,000,000 in State capital construction bonds for community colleges for expenditure. Table 9 indicates that $100,872,842 of the $115,000,000 has been expended in support of projects approved through January 1, 1984 by the Board of Public Works.

Table 9

PREVIOUS AND PROJECTED
STATE CAPITAL CONSTRUCTION EXPENDITURES [1]
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1984

College	State Bond Expenditures FY 1961-FY 1984	Projected Requirements FY 1984-FY 1989
Allegany	$ 3,592,882	$ -
Anne Arundel	7,808,503	1,307,543
Baltimore City:		
Liberty	3,051,725	5,187,516
Harbor	7,025,665	-
Catonsville	8,951,793	4,244,500
Carroll	-	8,460,903
Cecil	1,757,226	4,379,188
Charles	4,665,750	560,247
Chesapeake	4,841,882	72,938
Dundalk	4,366,995	-
Essex	11,240,046	3,170,000
Frederick	2,607,326	2,154,737
Garrett	1,322,267	-
Hagerstown	2,450,422	42,732
Harford	5,289,189	1,837,300
Howard	4,298,932	2,333,461
Montgomery:		
Rockville	8,778,414	3,661,135
Takoma Park	5,072,549	429,000
Germantown	4,634,268	-
Prince George's:		
Largo	8,432,008	2,627,000
Clinton	685,000	-
Wor-Wic Tech	-	-
TOTAL	$100,872,842	$ 40,468,200

[1] These figures represent State expenditures only. They will approximate 50 percent of total construction costs.

The projected construction of facilities for individual community colleges and the capital costs for each are included in Chapter V. These projections are based upon FY 1983 dollars and will be updated annually. Table 10 summarizes the projected State bond requirements for the period FY 1984-FY 1989.

Table 10

PROJECTED BOND REQUIREMENTS
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1984 - 1989

FY 1984-FY 1989	$ 40,468,200
Less available Bond funds on hand	2,424,128
NET BOND REQUIREMENTS	$ 38,044,072

CONSTRUCTION PRIORITIES

The construction priority list (Table 11) was approved by the State Board for Community Colleges March 6, 1984. The FY 1985 construction priority list will be approved in July 1984 by the Board.

Table 11

COMMUNITY COLLEGE CAPITAL PROJECTS ELIGIBLE FOR STATE ASSISTANCE
UNDER BOARD OF PUBLIC WORKS APPROVED GUIDELINES
FISCAL YEAR 1984

Priority	College	Project	Estimated State Share
1	Frederick	Reroofing Design and Construction	$ 210,000
2	Frederick	Energy Conservation Modifications Design and Construction	113,733
3	Cecil	Energy Conservation Modifications Design and Construction	19,228
4	Anne Arundel	Modifications for Handicapped Design and Construction	50,000
5	Chesapeake	Modifications for Handicapped Design and Construction	72,938
6	Frederick	Multi-Purpose Building Design	52,415
7	Catonsville	Student Service Center Addition Design	55,000
8	Prince George's	Kent Hall Alterations Design and Construction	242,000
9	Baltimore	Student Services Wing Alterations Construction	287,000
10	Anne Arundel	Library Alterations Design	23,543
11	Harford	Science Alterations Design	27,800
12	Baltimore	Fine Arts Wing Alterations Design	27,230
13	Frederick	Site Development Design and Construction	46,739
14	Baltimore	Site Development Construction	126,000
TOTAL			$ 1,353,626

IV. GOALS

CHAPTER ABSTRACT

This chapter lists the goals for the State Board for Community Colleges and the Maryland community colleges.

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GOALS OF THE STATE BOARD FOR COMMUNITY COLLEGES

Goal 1: To provide planning, coordination, service and leadership in maintaining a quality community college system.

Goal 2: To efficiently and effectively administer the State's operating and capital funds for community colleges.

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GOALS OF THE COMMUNITY COLLEGE SYSTEM

Goal 1: To provide high quality career programs, courses, and student services.

Goal 2: To provide high quality transfer programs, courses, and student services.

Goal 3: To provide high quality education in the arts and sciences.

Goal 4: To provide high quality continuing education courses and student services.

Goal 5: To provide equal access to community college programs and services.

Goal 6: To operate efficiently without impairing the quality of programs and services offered.

Goal 7: To promote economic development through programs and services for Maryland business and industry.

V. INSTITUTIONAL PLANS, PROJECTIONS, AND RESOURCE REQUIREMENTS

CHAPTER ABSTRACT

This section provides a brief overview of the present status and future growth of the individual Maryland community colleges in enrollments, programs, facilities, and expenditures. Current program offerings for each institution are identified, followed by a listing of proposed new programs to be introduced over the next five-year period.

For facilities planning purposes, enrollment data are summarized for full-time day equivalent students. Enrollment data are followed by a listing of existing campus facilities and projections of annual space needs for each institution through FY 1989. Projected State capital construction costs are limited by the current bond maximum per full-time day equivalent student and the community college facilities guidelines.

The proposed introduction of new programs and facilities requirements for each institution is updated annually. These data serve as the basis for projecting resource requirements, as well as for the review of program proposals by the State Board for Community Colleges.

ALLEGANY COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5001-01	Business Training	5202-01	Dental Assisting
5003-01	Finance Associate	5209-01	Nursing, Practical
5004-08	Retail Management	5306-01	Automotive Technology
5005-01	Secretarial Science	5311-01	Electromechanical Technology
5103-01	Data Processing Programmer	5505-01	Criminal Justice Training
5104-01	Data Processing Operator		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5205-01	Medical Laboratory Technology
4940-01	Engineering Area		
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5215-01	Respiratory Therapy (Statewide)
4970-01	Business Administration Area		
5001-01	Business Technology	5216-01	Mental Health Associate
5003-01	Finance Associate	5306-01	Automotive Technology
5004-08	Retail Management	5311-01	Electromechanical Technology
5005-01	Secretarial Science		
5008-01	Media Technology	5403-01	Forest Technology (Statewide)
5101-01	Data Processing Technology		
5203-01	Dental Hygiene (Statewide)	5503-01	Early Childhood Development
		5505-01	Criminal Justice
		5506-01	Recreation Leadership

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Systems Maintenance Technology	30	Electrical Engineering Technology	25
Computer Maintenance Technology	30	Mechanical Engineering Technology	25
Sanitary Technology	30	Physical Therapy	25
Microprocessor Technology	40	Occupational Therapy Technology	25
Robotics Technology	30		

Fall 1987 - Fall 1989

Dietary Technology
Heavy Equipment Operator
Construction Trades

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Physical Education
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	1,049	1,042	1,034	1,027	1,020	1,013

Humanities
Administration & Library
College Center
Science
Automotive Technology
Careers Center
Continuing Education Center
Physical Education & Pool
Services
Total existing NASF 171,603

Total State funds expended FY 1961 to date $ 3,592,882

Projected Bond requirement FY 1984-FY 1989 $ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$ 4,227,963	$ 4,994,910	$ 5,012,650
Percent of Distribution by Function			
Instruction	55%	57%	55%
Instructional Resources	5	5	5
Student Affairs	6	5	6
Plant Operation and Maintenance	13	13	14
General Administration	17	16	15
General Institutional	5	4	6
Other	5	4	-
Exclusions for State Aid Purposes	(5)	(4)	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	74%	74%	77%
Contracted Services	6	8	5
Supplies and Materials	6	5	4
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	5	5	6
Fixed Charges	1	1	1
Other	5	5	4
Furniture and Equipment	4	5	1
Exclusions for State Aid Purposes	(5)	(4)	-
Total	100%	100%	100%
Net Cost per FTE	$2,313	$2,540	$2,584

NOTE: Percentages may not total 100 due to rounding.

ANNE ARUNDEL COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5001-01	Business Management	5299-10	EMT-Paramedic (Statewide)
5002-01	Financial Accounting	5310-01	Electronics Technology
5004-08	Retail Management	5315-01	Mechanical Engineering Technology
5005-01	Secretarial Science	5505-01	Law Enforcement & Criminal Justice
5012-01	Music		
5101-01	Electronic Data Processing		
5214-01	Medical Assisting		
5216-01	Human Services		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5214-01	Medical Assisting
4940-01	Engineering Area	5216-01	Human Services
4950-01	General Studies Area	5299-10	EMT-Paramedic (Statewide)
4960-01	Teacher Education Area	5304-01	Architectural Technology
4970-01	Business Administration Area	5310-01	Electrical Engineering Technology
5001-01	Business Management	5315-01	Mechanical Engineering Technology
5002-01	Financial Accounting	5505-01	Law Enforcement & Criminal Justice
5004-08	Retail Management		
5005-01	Executive Secretarial Science		
5008-01	Communication Arts Technology		
5101-01	Electronic Data Processing		
5208-01	Nursing, Registered		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Radiologic Technology	20	Hospitality Management	30
Hospice Care	40	Commercial Art	30
Logistics Engineering Technology	30	Horticulture	20
Medical Records Technology	30	Computer-Aided Drafting	20
Child Development/Day Care	30		

Fall 1987 - Fall 1989

Interpreting for the Deaf

Computer Graphics

CONTINUING EDUCATION

Subject Areas

Agriculture	Industrial Arts
Architecture	Languages
Arts	Law
Business	Life and Physical Sciences
Communications	Mathematics
Computer Science	Military Sciences
Education	Physical Education
Engineering	Psychology
Health Care	Public Administration
Home Economics	Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	3,100	3,127	3,153	3,180	3,206	3,233
Administration							
Humanities							
Science							
Careers Center							
Library							
Student Center							
Theater Arts							
Physical Education & Pool							
Central Plant							
Classrooms Building							
Total existing NASF	219,460						
Student Center Addition			17,799				
Physical Education Addition							8,000

Library Alterations; Modifications for Handicapped

Total State funds expended FY 1961 to date	$ 7,808,503
Projected Bond requirement FY 1984-FY 1989	$ 1,307,543

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$12,526,444	$14,506,504	$14,670,620
Percent of Distribution by Function			
Instruction	59%	56%	58%
Instructional Resources	10	9	10
Student Affairs	6	6	6
Plant Operation and Maintenance	13	12	13
General Administration	8	7	8
General Institutional	4	3	4
Other	-	6	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	82%	79%	82%
Contracted Services	6	5	5
Supplies and Materials	3	8	2
Communications	1	1	1
Conferences/Meetings	1	1	5
Grants/Subsidies	-	-	-
Utilities	4	4	1
Fixed Charges	1	1	-
Other	1	1	1
Furniture and Equipment	1	1	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,422	$2,632	$2,529

NOTE: Percentages may not total 100 due to rounding.

COMMUNITY COLLEGE OF BALTIMORE

PROGRAMS

Liberty Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Office Skills-Shorthand	5404-01	Dietetic Assistant
5202-01	Dental Assisting	5503-04	Special Education Assistant
5211-01	Operating Room Technician	5508-01	Public Sector Administration
5215-01	Respiratory Therapy (Statewide)	5599-01	Legal Assistant
		5599-02	Gerontology
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5204-01	Dental Laboratory Technology
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5213-01	Medical Records Technology
4960-01	Teacher Education Area	5215-01	Respiratory Therapy (Statewide)
4970-01	Business Administration Area	5216-01	Mental Health Technology
5002-01	Accounting	5219-01	Physical Therapy Assistant (Statewide)
5004-01	Business Administration	5299-01	Emergency Medical Service
5005-01	Secretarial & Office Sciences	5404-01	Dietetic Technology
5008-01	Mass Communications	5503-01	Early Childhood Education
5012-05	Commerical Art	5506-01	Recreation Leadership
5103-01	Data Processing & Computer Science	5508-01	Public Sector Administration
5203-01	Dental Hygiene (Statewide)	5599-01	Legal Assistant
		5599-02	Gerontology

Harbor Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5003-01	Banking & Finance	5306-01	Automotive Technology
5004-01	Business-Real Estate	5309-01	Urban Traffic & Transportation Technology
5004-07	International Trade (Statewide)	5310-01	Electronics Technology
5005-01	Office Skills-Shorthand	5317-01	Construction Technology
5012-02	Fashion Design	5317-02	Heating, Air Conditioning, & Refrigeration
5299-01	Emergency Medical Service	5508-01	Public Sector Administration
5303-01	Drafting Technology		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5309-01	Urban Traffic & Transportation Technology
4940-01	Engineering Area	5310-01	Electronics Technology
4950-01	General Studies Area	5317-01	Construction Technology
4960-01	Teacher Education Area	5317-02	Heating, Air Conditioning, & Refrigeration
4970-01	Business Administration Area	5399-01	Plant Engineering Technology
5002-01	Accounting	5407-01	Science Technology
5003-01	Banking & Finance	5501-01	Urban Development Assistant
5004-01	Business Administration	5501-03	Government Service Assistant
5004-07	International Trade (Statewide)	5505-01	Public Safety Administration
5005-01	Secretarial & Office Sciences	5506-03	Human Services Assistant
5010-01	Hospitality Management	5507-01	Fire Protection Technology
5012-02	Fashion Design	5508-01	Public Sector Administration
5303-01	Drafting Technology		
5306-01	Automotive Technology		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Dental Office Manager	20	Computer Assisted Design/ Computer Assisted Manufacturing	10
Dietetic Technology	15	Robotics Technology	15
Energy Resources Technology	15	Health Services Management	20
Technical Writing	10	Pharmacy Technician	15
Word Processing	50	Correctional Rehabilitation & Services	20

Fall 1987 - Fall 1989

Chiropractic Assisting	Civil Engineering Technology
Computer Service Technology	Diesel Mechanics
Institutional Management	Occupational Therapy
Pastoral Counseling	

CONTINUING EDUCATION

Subject Areas

Arts	Industrial Arts
Business	Languages
Communications	Law
Computer Science	Life and Physical Sciences
Education	Physical Education
Engineering	Public Administration
Health Care	Social Sciences
Home Economics	

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	3,815	3,815	3,816	3,817	3,817	3,818

Liberty Campus

Administration-Classrooms
Student Center
Science & Allied Health
Library
Physical Education
Total existing NASF 212,020

Student Services Wing Alterations; Fine Arts Wing Alterations; Library Alterations; Gymnasium Alterations; Site Development; Classroom Wing Alterations; Administration Wing Alterations; Cafeteria Wing Alterations, Parking Deck

Total State funds expended FY 1961 to date $ 3,051,725

Projected Bond requirement FY 1984-FY 1989 $ 5,187,516

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Harbor Campus

Administration-Humanities-
Library-Science-Assembly-
Student Services Center
Careers Center
Total existing NASF 113,750

Total State funds expended FY 1961 to date $ 7,025,665

Projected Bond requirement FY 1984-FY 1989 $ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$13,176,048	$12,862,128	$12,591,219
Percent of Distribution by Function			
Instruction	58%	57%	57%
Instructional Resources	2	2	4
Student Affairs	7	7	5
Plant Operation and Maintenance	16	15	17
General Administration	15	18	15
General Institutional	2	1	2
Other	-	-	10
Exclusions for State Aid Purposes	-	-	(10)
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	84%	81%	85%
Contracted Services	6	6	6
Supplies and Materials	3	2	4
Communications	2	2	1
Conferences/Meetings	-	-	-
Grants/Subsidies	-	1	-
Utilities	4	4	3
Fixed Charges	-	-	-
Other	-	4	1
Furniture and Equipment	-	1	-
Exclusions for State Aid Purposes	-	-	(1)
Total	100%	100%	100%
Net Cost per FTE	$2,130	$1,982	$1,909

NOTE: Percentages may not total 100 due to rounding.

CATONSVILLE COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5004-08	Marketing Management
5005-01	Secretarial Studies
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Computer/ Data Processing Technology
5105-01	Computer Service Technician
5299-03	Mortuary Science (Statewide)
5299-06	Occupational Safety & Health Technology (Statewide)
5299-07	Dialysis Technology
5304-01	Architectural & Engineering Design Technology
5305-01	Chemical Technology
5309-01	Civil Engineering Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-01	Quality Control Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Construction Inspection Technology
5505-01	Criminal Justice
5506-01	Recreation, Parks & Leisure Studies
5599-01	Interpreting for the Deaf

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5004-08	Marketing Management
5005-01	Secretarial
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-01	Air Transportation Management (Statewide)
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Computer/ Data Processing Technology
5105-01	Computer Service Technician
5208-01	Nursing, Registered
5216-01	Mental Health/ Human Services Associate
5299-03	Mortuary Science (Statewide)
5299-06	Occupational Safety & Health Technology (Statewide)
5304-01	Architectural & Engineering Design Technology
5305-01	Chemical Technology
5309-01	Civil Engineering Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Construction Inspection Technology
5505-01	Criminal Justice
5506-01	Recreation, Parks & Leisure Studies
5507-01	Fire Protection Technology

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Commercial Art	25	Diesel Technology	20
Developmental Disabilities	50	Robotics Technology	40
Financial Services	50	Food Services	50
Instructional Technology	25		
Public Administration	40		
Building Maintenance	15		
CAD/CAM Technology	40		
Mass Communications	25		
Office Automation	40		
Fall 1987 - Fall 1989			
Avionics/Nautical Technology		Marine Technology	

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Philosophy and Religion
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	2,968	3,016	3,064	3,112	3,160	3,208
Administration							
Administration/Faculty							
Humanities-Classrooms							
Technical Arts							
Electronics Laboratory							
Planetarium							
Science							
Student Services							
Learning Resources							
Student Union							
Tudor House							
Classroom I							
Classroom II							
Physical Education & Pool							
Central Services							
Total existing NASF	279,635						
Student Services Addition					15,000		
Technical Arts Addition						23,141	
Additional Parking							

Total State funds expended FY 1961 to date	$ 8,951,793
Projected Bond requirement FY 1984-FY 1989	$ 4,244,500

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$16,977,025	$19,133,490	$20,641,070
Percent of Distribution by Function			
Instruction	49%	51%	51%
Instructional Resources	6	6	5
Student Affairs	10	9	10
Plant Operation and Maintenance	14	14	13
General Administration	5	4	5
General Institutional	16	16	16
Other	1	1	1
Exclusions for State Aid Purposes	(1)	(1)	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	80%	81%	83%
Contracted Services	6	7	6
Supplies and Materials	3	3	3
Communications	2	2	2
Conferences/Meetings	1	1	-
Grants/Subsidies	1	1	1
Utilities	3	3	3
Fixed Charges	1	1	1
Other	-	-	-
Furniture and Equipment	3	3	1
Exclusions for State Aid Purposes	(1)	(1)	-
Total	100%	100%	100%
Net Cost per FTE	$2,361	$2,526	$2,564

NOTE: Percentages may not total 100 due to rounding.

CECIL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business & Commerce Technology	5206-01	Equine Science
5005-01	Clerk Typist	5310-01	Electronics Technology
5007-01	Professional Photography (Statewide)	5317-01	Construction Trades Technology
5101-01	Data Processing	5408-01	Sanitary Technology
		5505-01	Law Enforcement & Corrections Technology

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5007-01	Professional Photography (Statewide)
4950-01	General Studies Area		
4960-01	Teacher Education Area	5101-01	Data Processing
4970-01	Business Administration Area	5208-01	Nursing, Registered
5001-01	Business & Commerce Technology	5310-01	Electronics Technology
5005-01	Secretarial Science	5317-01	Construction Trades Technology
		5505-01	Law Enforcement & Corrections Technology

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Developmental Disabilities	15	Professional Theatre	15
Robotics Technology	10	Automotive Technology	15
Industrial Management	20	Electronics Maintenance	15
Machine Technology	10	Drafting	15
Industrial Mechanics	10	Paralegal Studies	10
Gas Diesel Mechanics	10	Personnel Administration	15
Hazardous Waste Technology	10	Alternative Energy Technology	10
Word Processing	20		
Solar Energy Technology	10		

Fall 1987 - Fall 1989

Communications Technology	Commercial & Graphic Arts
Actuarial Science Technology	Geriatric Social Work

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Physical Education
Public Administration

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	358	371	385	398	412	425

Administration-Classroom Physical Education Total existing NASF	52,533						
General Purpose Building					20,000		
Technical Center							15,540

Modifications for Handicapped; Administration-Classrooms Alterations; Energy Conservation Modifications

Total State funds expended FY 1961 to date	$ 1,757,226
Projected Bond requirement FY 1984-FY 1989	$ 4,379,188

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$ 2,578,017	$ 3,039,131	$ 3,235,735
Percent of Distribution by Function			
Instruction	48%	46%	56%
Instructional Resources	4	4	5
Student Affairs	9	10	9
Plant Operation and Maintenance	15	12	11
General Administration	9	9	9
General Institutional	12	13	10
Other	4	5	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	66%	66%	71%
Contracted Services	7	7	7
Supplies and Materials	9	10	9
Communications	-	-	2
Conferences/Meetings	2	2	1
Grants/Subsidies	-	-	-
Utilities	4	4	4
Fixed Charges	4	5	1
Other	-	-	-
Furniture and Equipment	9	6	7
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$3,205	$3,473	$3,424

NOTE: Percentages may not total 100 due to rounding.

CHARLES COUNTY COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-06	Real Estate	5303-01	Drafting
5005-01	Secretarial Science	5399-05	Pollution Abatement Technology
5009-01	Printing	5406-05	Nautical Science
5104-01	Computer Operator	5503-01	Early Childhood Education
5209-01	Nursing, Practical		
	Present Programs - Associate Degree		
4940-01	Engineering Area	5103-01	Computer Programming
4950-01	General Studies Area	5208-01	Nursing, Registered
5004-01	Management Development		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Plant Security	30	Security Administration	30
Electronics Technology	50	Municipal Engineering Technology	50
Technical Writing	25	Nursing Assistance	25
Early Childhood Development	25	Aid to Dependent Children	25
Handicapped Assistance	25		
Accounting	20		

Fall 1987 - Fall 1989

Medical Office Assistance
Retailing
Housing Management

CONTINUING EDUCATION

Subject Areas

Agriculture
Business
Education
Health Care
Industrial Arts
Life and Physical Sciences
Public Administration

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	873	893	914	834	854	974

Administration		
Social Sciences		
Science & Technology		
Biology Laboratory		
Library		
Student Services		
Physical Education & Pool		
Maintenance		
Assembly & Laboratory		
Total existing NASF	132,625	
Student Center Addition		5,000

Reroofing; Additional Parking; Athletic Fields

Total State funds expended FY 1961 to date	$ 4,665,750
Projected Bond requirement FY 1984-FY 1989	$ 560,247

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$ 5,616,865	$ 5,814,700	$ 6,806,989
Percent of Distribution by Function			
Instruction	44%	43%	45%
Instructional Resources	7	8	9
Student Affairs	5	6	7
Plant Operation and Maintenance	17	16	17
General Administration	9	10	10
General Institutional	8	8	5
Other	10	10	6
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	65%	62%	70%
Contracted Services	13	15	13
Supplies and Materials	4	4	4
Communications	2	2	1
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	6	5	6
Fixed Charges	8	8	1
Other	-	-	-
Furniture and Equipment	2	1	2
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,084	$2,641	$3,266

NOTE: Percentages may not total 100 due to rounding.

CHESAPEAKE COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5001-01	Business Management	5317-01	Drafting
5005-01	Office Education & Technology	5317-02	Air Conditioning/Heating/ Refrigeration Technology
5012-03	Home Furnishing Aide		
5103-01	Computer Programming	5503-01	Early Childhood Development
5310-01	Electronics Technology	5505-01	Law Enforcement
5312-02	Industrial Mechanics Technology		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5103-01	Computer Programming
4950-01	General Studies Area	5205-01	Medical Laboratory Technology
4960-01	Teacher Education Area	5207-01	Radiologic Technology
4970-01	Business Administration Area	5310-01	Electronics Technology
5001-01	Business Management Technology	5317-01	Architectural & Drafting Technology
5005-01	Office Education & Technology	5505-01	Law Enforcement

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Aviation Maintenance	25	Computer Assisted Design/ Computer Assisted Manufacturing	25
Music Studies	20	Pharmacy Technician	15
Robotics Technology	20	Medical Records Technology	20
Computer Service Technician	15	Food & Beverage Management	20
Automotive Technology	15	Nursing, Practical	20

Fall 1987 - Fall 1989

Diesel Mechanics
Energy Conservation Technology
Medical Assisting

CONTINUING EDUCATION

Subject Areas

Agriculture	Home Economics
Architecture	Industrial Arts
Arts	Languages
Business	Law
Communications	Life and Physical Sciences
Computer Science	Physical Education
Education	Psychology
Engineering	Public Administration
Health Care	Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	627	634	641	648	655	662

Administration & Library Sciences; Humanities	
Technical Center	
Student Service Center	
Physical Education & Pool	
Total existing NASF	101,005

Modifications for Handicapped

Total State funds expended FY 1961 to date	$ 4,841,882*
Projected Bond requirement FY 1984-FY 1989	$ 72,938

* Does not include two loans to the counties.

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$ 2,786,699	$ 3,015,258	$ 3,313,170
Percent of Distribution by Function			
Instruction	47%	49%	47%
Instructional Resources	5	5	8
Student Affairs	9	10	11
Plant Operation and Maintenance	20	17	18
General Administration	14	14	12
General Institutional	5	4	4
Other	-	5	-
Exclusions for State Aid Purposes	(1)	(5)	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	65%	70%	73%
Contracted Services	10	8	7
Supplies and Materials	5	5	5
Communications	2	2	2
Conferences/Meetings	1	2	2
Grants/Subsidies	-	-	-
Utilities	6	5	7
Fixed Charges	1	1	1
Other	1	5	1
Furniture and Equipment	7	8	2
Exclusions for State Aid Purposes	-	(5)	-
Total	100%	100%	100%
Net Cost per FTE	$2,580	$2,742	$3,155

NOTE: Percentages may not total 100 due to rounding.

DUNDALK COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Retail Sales/Basic Management	5317-02	Heating, Ventilation, & Air Conditioning
5002-01	Accounting	5402-02	Retail Floristry (Statewide)
5004-06	Real Estate	5503-02	Special Education Instructional Aide
5005-01	Secretarial Science	5503-03	Child Development & Early Childhood Care
5103-01	Data Processing	5599-03	Paraprofessional Counseling
5299-11	Physical Fitness Technology (Statewide)	5599-04	Labor Studies (Statewide)
5311-02	Stationary Engineering Technology (Statewide)		
5312-01	Industrial Electricity/ Electronics Maintenance Technology		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5312-01	Industrial Electricity/ Electronics Maintenance Technology
4950-01	General Studies Area	5312-02	Industrial Maintenance
4960-01	Teacher Education Area	5317-02	Heating, Ventilation, & Air Conditioning
4970-01	Business Administration Area	5399-05	Water Systems Technology (Statewide)
5001-01	Management	5402-01	Ornamental Horticulture
5002-01	Accounting	5503-02	Special Education Instructional Aide
5004-06	Real Estate	5503-03	Child Development & Early Childhood Care
5005-01	Secretarial Science	5599-01	Legal Assistant
5007-01	Photography	5599-03	Paraprofessional Counseling
5008-01	Media Technology	5599-04	Labor Studies (Statewide)
5103-01	Computer Programming		
5299-11	Physical Fitness Technology (Statewide)		
5311-02	Stationary Engineering Technology (Statewide)		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Instrumentation Technology	10	Energy Management Technology	10
Computer Assisted Drafting	10	Aviation Maintenance	15
Video Repair Technician	10	Laser Technology	10
Video Production Technician	10	Automated Manufacturing	10

Fall 1987 - Fall 1989

Computer Assisted Manufacturing

Welding Engineering Technology

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Philosophy and Religion
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	765	767	768	770	771	773

Administration-Energy Plant
Classrooms
Learning Resources Center
Humanities-Classroom
Physical Education
Maintenance
Total existing NASF 114,453

Total State funds expended FY 1961 to date $ 4,366,995

Projected Bond requirement FY 1984-FY 1989 $ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$ 5,720,712	$ 6,375,370	$ 7,010,648
Percent of Distribution by Function			
Instruction	41%	43%	43%
Instructional Resources	7	7	6
Student Affairs	11	12	12
Plant Operation and Maintenance	18	17	16
General Administration	7	7	7
General Institutional	15	14	16
Other	-	-	-
Exclusions for State Aid Purposes	-	-	(1)
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	68%	69%	71%
Contracted Services	7	8	6
Supplies and Materials	4	4	3
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	1	1	1
Utilities	6	5	7
Fixed Charges	7	8	8
Other	-	-	-
Furniture and Equipment	5	3	2
Exclusions for State Aid Purposes	-	-	(1)
Total	100%	100%	100%
Net Cost per FTE	$2,726	$2,842	$2,749

NOTE: Percentages may not total 100 due to rounding.

ESSEX COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5001-01	Small Business Management	5218-01	Health Services Management
5001-02	Arts Management	5299-01	Emergency Medical Technician
5002-01	Accounting	5299-02	Nuclear Medicine Technology
5005-01	Secretarial Science	5299-05	Podiatric Assistant
5010-01	Hotel-Motel/ Restaurant-Club Management	5299-09	Radiation Therapy Technology
5099-02	Travel & Tourism	5303-01	Drafting Technology
5103-01	Data Processing	5310-01	Electronics Technology
5202-01	Dental Assisting	5503-01	Early Childhood Development, Preschool
5215-01	Respiratory Therapy	5505-01	Criminal Justice
5216-02	Drug Abuse Counselor		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5205-01	Medical Laboratory Technician
4940-01	Engineering Area	5206-01	Animal Science Technology (Statewide)
4950-01	General Studies Area		
4960-01	Teacher Education Area	5207-01	Radiography
4970-01	Business Administration Area	5208-01	Nursing, Registered
5001-01	Business Management	5216-01	Mental Health/Human Services
5001-02	Arts Management	5218-01	Health Services Management
5002-01	Accounting	5299-01	Emergency Medical Technician
5004-01	Industrial Management	5299-02	Nuclear Medicine Technology
5004-08	Marketing Management	5299-05	Podiatric Assistant
5004-09	Personnel Management	5299-08	Physician's Assistant
5005-01	Secretarial Science	5299-09	Radiation Therapy
5010-01	Hotel-Motel/ Restaurant-Club Management	5310-01	Electronics Technology
5103-01	Data Processing	5503-01	Early Childhood Development
5105-01	Computer Technician	5505-01	Criminal Justice

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Nursing, Practical	20	Dietetic Technology	20
Non-Profit Agency Management	15	Property Management	20
Travel & Tourism	15	Respiratory Therapy	10
Computer Aided Design	20	Medical Records Technology	20
		Physical Education Aide	15
		Pharmacy Technician	15

Fall 1987 - Fall 1989

Non-Destructive Testing
Fiber Optics Technology
Family, Home & Consumer Studies
Physical Therapy
Environmental Technology

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Philosophy and Religion
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	3,648	3,640	3,632	3,624	3,616	3,609
Administration-Instructional							
Humanities							
Science-Allied Health							
Social Science-Human Development							
Student Services Center							
Career Education Center							
Library							
Physical Education & Pool							
Central Power; Maintenance							
Total existing NASF	308,614						
Data Processing/Computer Service Center							32,000
Library Alterations							

Total State funds expended FY 1961 to date	$11,240,046
Projected Bond requirement FY 1984-FY 1989	$ 3,170,000

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$13,635,021	$15,258,039	$16,713,878
Percent of Distribution by Function			
Instruction	49%	50%	50%
Instructional Resources	6	5	5
Student Affairs	9	10	9
Plant Operation and Maintenance	17	15	15
General Administration	5	5	5
General Institutional	14	14	14
Other	1	1	1
Exclusions for State Aid Purposes	(1)	(1)	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	77%	77%	76%
Contracted Services	5	4	5
Supplies and Materials	3	3	3
Communications	2	2	2
Conferences/Meetings	-	-	-
Grants/Subsidies	1	1	1
Utilities	4	4	4
Fixed Charges	7	7	8
Other	-	-	-
Furniture and Equipment	2	2	1
Exclusions for State Aid Purposes	(1)	(1)	-
Total	100%	100%	100%
Net Cost per FTE	$2,394	$2,556	$2,612

NOTE: Percentages may not total 100 due to rounding.

FREDERICK COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5001-01	Banking & Financial Management	5202-01	Dental Assisting
5005-01	Secretarial Science	5302-01	Aviation Maintenance Technology
5101-01	Data Processing	5310-01	Electronics Technology
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5101-01	Data Processing
4940-01	Engineering Area	5205-01	Biomedical Laboratory Technology
4950-01	General Studies Area	5208-01	Nursing Education
4960-01	Teacher Education Area	5310-01	Electronics Technology
4970-01	Business Administration Area	5506-02	Park Operation & Management (Statewide)
5001-01	Business Management		
5002-01	Business Accounting		
5005-01	Secretarial Science		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Computer Science	50	Health & Physical Education	25
Management Information Systems	25	Secondary Education	25
Fall 1987 - Fall 1989			
Music			

CONTINUING EDUCATION

Subject Areas

Agriculture	Education
Architecture	Engineering
Business	Health Care
Communications	Home Economics
Computer Science	Industrial Arts

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	1,350	1,388	1,426	1,463	1,501	1,539
Administration & Library							
Classroom & Student Services							
Science Laboratory							
Physical Education & Physical Plant							
Lecture & Music Hall							
Total existing NASF	83,884						
Multi-Purpose Building					15,800		
Maintenance Building							5,360

Energy Conservation Modifications; Site Improvement-Drainage; Reroofing

Total State funds expended FY 1961 to date	$ 2,607,326
Projected Bond requirement FY 1984-FY 1989	$ 2,154,737

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$ 3,696,058	$ 4,351,027	$ 4,880,399
Percent of Distribution by Function			
Instruction	55%	57%	52%
Instructional Resources	6	6	6
Student Affairs	8	8	10
Plant Operation and Maintenance	16	15	16
General Administration	14	14	16
General Institutional	-	-	-
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	77%	79%	76%
Contracted Services	5	4	9
Supplies and Materials	4	4	4
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	1	1	1
Utilities	4	4	5
Fixed Charges	1	1	1
Other	-	-	-
Furniture and Equipment	4	4	2
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,299	$2,298	$2,644

NOTE: Percentages may not total 100 due to rounding.

GARRETT COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5004-01	Business	5401-01	Environmental & Renewable Resources
5005-01	Business Secretarial	5403-02	Wildlife Management (Statewide)
5206-01	Veterinary Science Technology (Statewide)	5503-01	Human Services
5312-02	Maintenance Technology	5599-02	Gerontology
5399-03	Coal Mining Technology		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5312-02	Maintenance Technology
4950-01	General Studies Area	5399-03	Coal Mining Technology
4960-01	Teacher Education Area	5401-01	Environmental & Renewable Resources
4970-01	Business Administration Area	5403-02	Wildlife Management (Statewide)
5004-01	Business		
5005-01	Secretarial Science		
5206-01	Veterinary Science Technology (Statewide)		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Energy Conservation Technology	15	Engineering (Transfer)	-
Home Health Technician	-	Computer Science Technology	-
		Hotel & Motel Management	-

CONTINUING EDUCATION

Subject Areas

Agriculture	Home Economics
Arts	Industrial Arts
Business	Languages
Communications	Law
Computer Science	Life and Physical Sciences
Education	Physical Education
Engineering	Social Sciences
Health Care	

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	248	251	253	256	258	261

Administration
Learning Center
Technical Center
Coal Mining Technology Center
Physical Education
Total existing NASF 63,013

Total State funds expended FY 1961 to date $ 1,322,267

Projected Bond requirement FY 1984-FY 1989 $ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$ 1,865,313	$ 1,794,863	$ 1,853,785
Percent of Distribution by Function			
Instruction	51%	52%	47%
Instructional Resources	5	4	5
Student Affairs	8	8	11
Plant Operation and Maintenance	16	16	16
General Administration	11	11	11
General Institutional	8	8	9
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	71%	74%	71%
Contracted Services	8	9	9
Supplies and Materials	6	5	6
Communications	2	2	2
Conferences/Meetings	2	1	1
Grants/Subsidies	1	-	1
Utilities	5	5	4
Fixed Charges	1	1	1
Other	2	2	1
Furniture and Equipment	3	1	3
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$3,193	$2,995	$3,401

NOTE: Percentages may not total 100 due to rounding.

HAGERSTOWN JUNIOR COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-01	Management	5404-01	Hospitality
5005-01	Secretarial Administration & Clerk-Typist	5505-01	Police Services
		5505-02	Correctional Services
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5208-01	Nursing, Registered
4940-01	Engineering Area	5216-01	Human Services Technology
4950-01	General Studies Area	5311-01	Electrical Engineering Technology
4960-01	Teacher Education Area	5315-01	Mechanical Engineering Technology
4970-01	Business Administration Area	5503-01	Early Childhood & Primary Grades Education
5002-01	Accounting & Business	5505-01	Police Services
5004-01	Management	5505-02	Correctional Services
5004-08	General Merchandising		
5005-01	Executive Secretarial		
5101-01	Data Processing		
5207-01	Radiologic Technology		

Projected Programs

Title	Estimated Enrollment
Fall 1985	
Computer Science	35

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	971	978	985	991	998	1,005

Administration	
Student Center	
Careers Center	
Academic	
Science	
Assembly	
Library	
Physical Education	
Central Plant	
Total existing NASF	117,005

Total State funds expended FY 1961 to date	$ 2,450,422
Projected Bond requirement FY 1984-FY 1989	$ 42,732

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$ 4,166,980	$ 4,325,806	$ 4,727,000
Percent of Distribution by Function			
Instruction	53%	52%	50%
Instructional Resources	4	5	5
Student Affairs	6	7	6
Plant Operation and Maintenance	7	7	7
General Administration	14	16	14
General Institutional	15	14	18
Other	-	-	-
Exclusions for State Aid Purposes	(1)	1	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	80%	80%	77%
Contracted Services	7	5	4
Supplies and Materials	3	4	4
Communications	2	2	3
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	4	4	5
Fixed Charges	1	1	2
Other	-	-	-
Furniture and Equipment	2	3	3
Exclusions for State Aid Purposes	(1)	(1)	-
Total	100%	100%	100%
Net Cost per FTE	$2,271	$2,306	$2,458

NOTE: Percentages may not total 100 due to rounding.

HARFORD COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Management	5103-01	Computer Programming
5002-01	Accounting	5104-01	Computer Operator
5003-03	Insurance	5209-01	Nursing, Practical
5004-06	Real Estate	5303-01	Drafting-Surveying
5004-08	Retail Management	5306-01	Automotive Engineering Technology
5005-01	Office Education		
5007-01	Photography	5310-01	Electronics Technology
5008-01	Mass Communications	5505-01	Criminal Justice
5012-03	Interior Design	5505-03	Law Enforcement
5101-01	Data Processing Management		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5101-01	Data Processing
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5217-01	Electrodiagnostic Technology (Statewide)
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5306-01	Automotive Engineering Technology
5001-01	Business Management		
5002-01	Accounting	5310-01	Electronics Technology
5004-08	Retail Management	5407-01	Science Laboratory Technology-Histotechnology Option (Statewide)
5005-01	Office Education		
5008-01	Mass Communications		
5012-03	Interior Design	5505-01	Criminal Justice

Projected Programs

Title	Title
Fall 1987 - Fall 1989	
Environmental Monitoring Technology	Office Management/Word Processing
Electronics Technology	

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	1,688	1,708	1,729	1,749	1,770	1,790

Administration
Learning Resources Center
Fine Arts
Academic
Science
Student Services
College Center
Vocational-Technical Center
Physical Education & Pool
Maintenance
Total existing NASF 183,420

Science Alterations; Academic Alterations; Physical Education Alterations; Chesapeake Center Alterations; Site Development; New Exit Road

Total State funds expended FY 1961 to date	$ 5,289,189
Projected Bond requirement FY 1984-FY 1989	$ 1,837,300

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$ 7,088,638	$ 7,966,136	$ 8.627,252
Percent of Distribution by Function			
Instruction	49%	50%	48%
Instructional Resources	6	6	6
Student Affairs	7	7	7
Plant Operation and Maintenance	16	14	14
General Administration	11	11	10
General Institutional	11	12	15
Other	-	-	-
Exclusions for State Aid Purposes	(1)	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	77%	77%	75%
Contracted Services	8	7	6
Supplies and Materials	4	3	4
Communications	2	2	2
Conferences/Meetings	2	1	1
Grants/Subsidies	-	-	4
Utilities	4	4	4
Fixed Charges	1	1	1
Other	-	-	-
Furniture and Equipment	4	5	3
Exclusions for State Aid Purposes	(1)	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,430	$2,534	$2,655

NOTE: Percentages may not total 100 due to rounding.

HOWARD COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5004-03	Housing Management	5310-01	Electronics Technology
5004-08	Retailing	5317-03	Carpentry
5005-01	Secretarial Science	5399-02	Biomedical Engineering Technology (Statewide)
5101-01	Data Processing		
5105-01	Computer Technician		
5212-01	Vision Care Technology (Statewide)	5402-01	Plant Science

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5101-01	Data Processing
4940-01	Engineering Area	5105-01	Computer Technician
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5310-01	Electronics Technology
4970-01	Business Administration Area	5317-03	Residential Construction
5002-01	Accounting	5399-02	Biomedical Engineering Technology (Statewide)
5004-01	Business Management		
5005-01	Secretarial Science		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Automated Manufacturing Technology	15	Human Services	15
Computer Graphics Technology	20	Hazardous Waste Management Technology	12
Automated Office Management	20	Industrial Laser Technology	18
Chemistry Technology	15	Legal Assistance	15
Fire Science	12	Pharmacy Technician	20

Fall 1987 - Fall 1989

Microwave Technology	Dance
Patient Care Management	Journalism
Security Management	Industrial Drafting

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	1,142	1,242	1,343	1,443	1,544	1,644

Communication Arts & Administration		
Learning Resources & Science		
Nursing Education		
Physical Education & Pool		
Total existing NASF	122,237	
Technical Arts		29,000
Additional Parking		

Total State funds expended FY 1961 to date	$ 4,298,932
Projected Bond requirement FY 1984-FY 1989	$ 2,333,461

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$ 5,454,827	$ 6,265,227	$ 6,782,190
Percent of Distribution by Function			
Instruction	40%	42%	45%
Instructional Resources	6	6	7
Student Affairs	7	10	12
Plant Operation and Maintenance	19	16	15
General Administration	9	15	17
General Institutional	13	9	5
Other	5	2	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	70%	74%	78%
Contracted Services	9	9	6
Supplies and Materials	6	5	5
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	1
Utilities	5	4	4
Fixed Charges	1	1	1
Other	-	1	-
Furniture and Equipment	5	2	2
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,658	$2,681	$2,751

NOTE: Percentages may not total 100 due to rounding.

MONTGOMERY COMMUNITY COLLEGE

PROGRAMS

Rockville Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Secretarial	5502-02	Handicapped Assistance
5010-02	Food Management	5503-03	Child Care Aide
5104-01	Computer Operator	5505-02	Corrections
5306-01	Automotive Technology	5507-01	Fire Science (Statewide)
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5105-01	Computer Technician
4940-01	Engineering Area	5301-01	General Engineering
4950-01	General Studies Area	5304-01	Architecture & Construction
4960-01	Teacher Education Area	5306-01	Automotive Technology
4970-01	Business Administration Area	5309-01	Civil Engineering Technology
5002-01	Accounting	5310-01	Electronics Technology
5004-01	Management	5315-01	Mechanical Engineering Technology
5005-01	Secretarial	5503-03	Early Childhood Education
5007-01	Photography	5505-01	Criminal Justice
5008-01	Communications & Broadcasting	5506-01	Recreation Leadership
5009-01	Printing Technology	5507-01	Fire Science (Statewide)
5010-01	Hotel-Motel Management	5508-02	Geography, Cartography & Community Planning
5010-02	Food & Beverage Management		
5012-05	Advertising Art		
5103-01	Computer Science & Technology		

Takoma Park Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-01	Supermarket Management	5214-01	Medical Assistant
5005-01	Secretarial - Office Assistant	5503-03	Child Care Aide
5202-01	Dental Assisting	5599-01	Legal Assistant
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5103-01	Computer Science & Technology
4940-01	Engineering Area		
4950-01	General Studies Area	5202-01	Dental Assisting
4960-01	Teacher Education Area	5204-01	Dental Laboratory Technician
4970-01	Business Administration Area	5205-01	Medical Laboratory Technician
5002-01	Accounting	5207-01	Radiologic Technology
5004-01	Management	5208-01	Nursing, Registered
5005-01	Secretarial	5214-01	Medical Assistant
		5216-01	Mental Health Associate

Germantown Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Secretarial		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5004-01	Management
4940-01	Engineering Area	5005-01	Secretarial
4950-01	General Studies Area	5103-01	Computer Science & Technology
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5311-01	Electromechanical Technology
5002-01	Accounting		

Projected Programs

Title	Estimated Enrollment
Fall 1986	
Applied Writing	15
Bio-Engineering Technology	15
Satellite Communications	15

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Physical Education
Psychology
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	8,472	8,592	8,713	8,833	8,954	9,074

Rockville Campus

Administration; Humanities
Science Center; Fine Arts
Technical Center; Art
Computer Science; Music
Student Services
Campus Center
Campus Tower
Physical Education & Pool
Total existing NASF 412,993

Performing Arts Center 18,300

Fine Arts Alterations; Technical Center Alterations; Humanities Alterations; Science East Alterations; Campus Center Alterations

Total State funds expended FY 1961 to date $ 8,778,414

Projected Bond requirement FY 1984-FY 1989 $ 3,661,135

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Takoma Park Campus

Mathematics; Nursing
Social Science
Office Studies
Commons; Fine Arts
Resource Center
Science Center
Communication Arts
Physical Education & Pool
Total existing NASF 164,369

Energy Conservation Modifications

Total State funds expended FY 1961 to date	$ 5,072,549
Projected Bond requirement FY 1984-FY 1989	$ 429,000

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Germantown Campus

Science & Technology
Humanities
Physical Education
Total existing NASF 122,193

Total State funds expended FY 1961 to date	$ 4,634,268
Projected Bond requirement FY 1984-FY 1989	$ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$33,220,088	$35,569,207	$39,562,317
Percent of Distribution by Function			
Instruction	48%	51%	51%
Instructional Resources	7	7	7
Student Affairs	7	8	8
Plant Operation and Maintenance	17	19	20
General Administration	11	11	11
General Institutional	10	5	3
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	81%	82%	80%
Contracted Services	5	5	7
Supplies and Materials	3	3	4
Communications	1	1	1
Conferences/Meetings	-	-	-
Grants/Subsidies	-	-	1
Utilities	4	4	4
Fixed Charges	-	-	1
Other	2	2	-
Furniture and Equipment	2	2	2
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,959	$2,979	$2,995

NOTE: Percentages may not total 100 due to rounding.

PRINCE GEORGE'S COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5002-01	Accounting	5303-01	Architecture & Engineering Drafting
5004-06	Real Estate		
5004-08	Marketing Management	5310-01	Communications/ Microprocessor
5005-01	Clerk-Typist & Word Processing		
5010-01	Hospitality Services	5503-03	Day Care
5103-01	Computer Programming	5599-01	Paralegal/Legal Assistant
5104-01	Computer Operations		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5213-01	Medical Records Technology (Statewide)
4940-01	Engineering Area		
4950-01	General Studies Area	5215-01	Respiratory Therapy (Statewide)
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5299-02	Nuclear Medicine Technology (Statewide)
5001-01	Business Management-Administrative Assistant	5301-01	Mechanical Engineering Technology
5002-01	Accounting		
5004-06	Real Estate	5303-01	Drafting Technology
5004-08	Marketing Management	5310-01	Electronics Engineering Technology
5005-01	Secretarial Science		
5010-01	Hospitality Services	5503-03	Child Care Assistant
5101-01	Computer/Data Processing	5505-01	Criminal Justice
5205-01	Medical Laboratory Technology (Statewide)	5506-01	Recreation Leadership & Parks
5207-01	Radiologic (X-Ray) Technology	5599-01	Paralegal/Legal Assistant
5208-01	Nursing, Registered		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Small Business Management	30	Consumer Electronics Maintenance	30
Computer Service Technology	40		
Fall 1987 - Fall 1989			
Telecommunications Technology		Health Care Institutional Management	
Technical Design & Illustration			

PRINCE GEORGE'S

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Libraries
Life and Physical Sciences
Mathematics
Philosophy and Religion
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1983	1984	1985	1986	1987	1988	1989
PROJECTED FTDE	-	5,604	5,721	5,837	5,954	6,070	6,187

Largo Campus

Administration/Library							
Classrooms I							
Classrooms II							
Vocational-Technical							
Fine Arts							
Student Center							
Physical Education							
Total existing NASF	302,002						
Learning Resources Center			53,591				
Physical Education Addition						22,575	
Science Addition							15,084

Kent Hall Alterations

Total State funds expended FY 1961 to date	$ 8,432,008
Projected Bond requirement FY 1984-FY 1989	$ 2,627,000

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Clinton Campus

Site Development

Learning Resources Center; Classrooms; Administration Facility

Total State funds expended FY 1961 to date	$ 685,000
Projected Bond requirement FY 1983-FY 1988	$ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$19,908,063	$22,182,199	$24,023,020
Percent of Distribution by Function			
Instruction	60%	60%	59%
Instructional Resources	4	4	4
Student Affairs	9	10	10
Plant Operation and Maintenance	13	11	13
General Administration	12	13	12
General Institutional	3	2	2
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	84%	85%	84%
Contracted Services	5	4	4
Supplies and Materials	3	3	4
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	4	4	4
Fixed Charges	-	1	1
Other	-	-	-
Furniture and Equipment	2	2	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,147	$2,303	$2,443

NOTE: Percentages may not total 100 due to rounding.

WOR-WIC TECH COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Secretarial Science	5103-01	Computer Programming
5010-01	Hotel-Motel-Restaurant Management (Statewide)	5209-01	Nursing, Practical (Statewide)

Present Programs - Associate Degree

4950-01	General Studies Area	5103-01	Computer Programming
5001-01	Business Management	5207-01	Radiologic Technology
5002-01	Accounting	5208-01	Nursing, Registered (Statewide)
5004-08	Marketing		
5005-01	Secretarial Science	5306-01	Automotive Technology
5010-01	Hotel-Motel-Restaurant Management (Statewide)	5505-01	Law Enforcement

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1985		Fall 1986	
Developmental Disabilities Assistant	20	Machine Tool Technology	15
Dietetic Technology	15	Dental Assisting	20
Electronics Technology	20	Small Business Management	20
Business Supervision	25	Word Processing	25

Fall 1987 - Fall 1989

Diesel Technology
Chef
Physical Therapy
Landscape Design
Transportation Technology

WOR-WIC TECH

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Law
Life and Physical Sciences
Physical Education
Public Administration
Social Sciences

PHYSICAL FACILITIES

None contemplated.

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1982	Actual FY 1983	Budgeted FY 1984
Net Current Unrestricted Expenditures	$ 1,346,435	$ 1,582,165	$ 1,809,000
Percent of Distribution by Function			
Instruction	52%	60%	57%
Instructional Resources	-	-	-
Student Affairs	6	8	6
Plant Operation and Maintenance	13	14	15
General Administration	20	13	11
General Institutional	9	5	11
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	65%	68%	72%
Contracted Services	7	8	8
Supplies and Materials	4	5	3
Communications	3	2	2
Conferences/Meetings	2	1	2
Grants/Subsidies	-	-	-
Utilities	3	3	3
Fixed Charges	8	9	10
Other	-	-	-
Furniture and Equipment	8	4	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,450	$2,548	$2,990

NOTE: Percentages may not total 100 due to rounding.

DEFINITIONS

Associate degree

An award for satisfactory completion of a program of study of not less than 60 or more than 70 semester hours of college instruction. Coursework must be distributed according to the requirements of the curriculum. The associate in arts is the only associate degree awarded by Maryland community colleges.

Certificate

An award for satisfactory completion of a program of study representing a planned sequence of learning experiences consisting of at least 12 semester hours of college work.

Community college

In this Plan, community college refers to each of Maryland's seventeen public two-year colleges. Also includes institutions identified as public junior colleges and regional community colleges.

Community service

Activities, other than courses, for the education and assistance of citizens and groups.

Continuing education

Noncredit courses designed primarily for part-time and returning students. Some noncredit courses are self-supporting and some are State-assisted.

Continuing education unit (CEU)

A nationally recognized method for measuring and recording participation in continuing education programs that do not carry credit toward a degree but do meet established criteria for the evaluation of student learning. Some community college education offerings carry CEU designation; others do not.

Course

Formal instruction or other planned educational experiences with established goals and under the guidance of a faculty member.

Developmental education

Courses and services designed to help persons become more successful students through a focus on both academic skills and personal issues. Developmental education usually involves a team of professionals who assume that students have a broad range of strengths and who help students explore attitudes about themselves and the learning process.

Discipline cost

The direct and indirect cost of supporting instruction in the various subject matters offered by a college. This should not be confused with program cost, which includes the cost of all subjects (including service courses) that comprise a degree program.

Education

The development of mind, body, and character through study and instruction.

Efficiency

The relationship between educational service provided and the cost and effort needed to provide the service.

Equal access

The concept that each person should have a comparable opportunity to pursue a community college education regardless of age; sex; race; previous educational experience; geographic location; or economic, cultural, or physical condition.

Full-time equivalent (FTE)

Total credit and equated credit hours divided by 30 (used in financial planning). For example, a student carrying 15 credit hours of instruction during each of two semesters equals one FTE for funding purposes.

Full-time day equivalent (FTDE)

The number of full-time credit students plus one-third the number of part-time credit students times the percentage of student contact hours taught between 8:00 a.m. and 5:00 p.m. (used in facilities planning).

Instructional program

A planned series of courses leading to a certificate or degree developed, approved, and implemented in State minimum requirements.

Liberal arts

The core of knowledge and values that represents the accumulated wisdom of society and that enables the individual to discover his or her potential and grow to responsible citizenship.

Lower division

Credit courses that are typically taught in the first two years at four-year colleges and universities.

Maryland Code

As used in this Plan, the term refers to the current volume and most recent supplement to the Annotated Code of Maryland.

Occupational program

A degree or certificate program designed to prepare students for immediate entry into new jobs and/or to upgrade skills in current jobs. Each occupational degree program must contain at least 24 specific credit hours of required courses in the discipline.

Program evaluation

A planned process, undertaken annually to quantitatively and qualitatively assess the quality of instructional programs. The process involves both State and local level review.

Semester hour of credit (classroom)

At least 15 hours, 50 minutes each, of actual class meeting, or equivalent guided learning activity, exclusive of registration, study days, holidays, and final examinations.

Appendix B

ENROLLMENT AND FINANCIAL DATA

The enrollment and financial data in this appendix were compiled from data systems at the colleges and the State Board for Community Colleges. These data systems, often submitted by the colleges on computer tape, are coordinated to provide data for reports to the State Board for Higher Education and the National Center for Educational Statistics, as well as reports to other local, State, and federal agencies.

CREDIT ENROLLMENT
MARYLAND COMMUNITY COLLEGES
FALL 1983

College	First-Time			Transfer			Occupational			Unclassified			TOTAL		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Allegany	430	190	620	331	201	532	1,061	500	1,561	25	203	228	1,417	904	2,321
Anne Arundel	799	1,281	2,080	1,528	2,891	4,419	855	3,753	4,608	-	-	-	2,383	6,644	9,027
Baltimore	1,163	1,694	2,857	1,497	2,589	4,086	2,346	2,750	5,096	-	-	-	3,843	5,339	9,182
Catonsville	870	1,844	2,714	1,181	4,381	5,562	1,291	4,864	6,155	-	-	-	2,472	9,245	11,717
Cecil	117	270	387	101	193	294	180	501	681	43	506	549	324	1,200	1,524
Charles	277	772	1,049	527	1,942	2,469	285	1,378	1,663	18	22	40	830	3,342	4,172
Chesapeake	170	440	610	255	1,075	1,330	225	409	634	1	1	2	481	1,485	1,966
Dundalk	249	588	837	216	1,106	1,322	437	1,511	1,948	-	-	-	653	2,617	3,270
Essex	1,006	1,322	2,328	1,135	1,717	2,852	1,559	4,365	5,924	22	1,406	1,428	2,716	7,488	10,204
Frederick	546	1,628	2,174	545	1,385	1,930	407	973	1,380	1	3	4	953	2,361	3,314
Garrett	117	97	214	154	71	225	106	69	175	6	222	228	266	362	628
Hagerstown	390	619	1,009	471	476	947	445	913	1,358	11	321	332	927	1,710	2,637
Harford	402	807	1,209	557	1,663	2,220	655	1,917	2,572	-	-	-	1,212	3,580	4,792
Howard	213	505	718	466	993	1,459	275	1,217	1,492	47	622	669	788	2,832	3,620
Montgomery:															
Rockville	1,632	1,971	3,603	2,798	4,852	7,650	1,641	3,565	5,206	16	75	91	4,455	8,492	12,947
Takoma Park	423	845	1,268	774	2,155	2,929	482	1,346	1,828	1	17	18	1,257	3,518	4,775
Germantown	219	382	601	299	997	1,296	177	1,106	1,283	2	11	13	478	2,114	2,592
Prince George's	1,457	2,193	3,650	2,251	3,227	5,478	1,979	4,867	6,846	32	2,621	2,653	4,262	10,715	14,977
Wor-Wic Tech	121	371	492	14	37	51	214	508	722	8	115	123	236	660	896
TOTAL	10,601	17,819	28,420	15,100	31,951	47,051	14,620	36,512	51,132	233	6,145	6,378	29,953	74,608	104,561
Percent of Total Enrollment			27%			45%			49%			6%			100%

FT = Full-time
PT = Part-time

SOURCE: Enrollment Information System

Table 2-B

COMPARISON OF CREDIT ENROLLMENT BY STUDENT STATUS
MARYLAND COMMUNITY COLLEGES
FALL 1981, 1982, AND 1983

College	Full-time					Part-time					TOTAL				
	Fall 1981	Fall 1982	% Incr. (Decr.) 1981 - 1982	Fall 1983	% Incr. (Decr.) 1982 - 1983	Fall 1981	Fall 1982	% Incr. (Decr.) 1981 - 1982	Fall 1983	% Incr. (Decr.) 1982 - 1983	Fall 1981	Fall 1982	% Incr. (Decr.) 1981 - 1982	Fall 1983	% Incr. (Decr.) 1982 - 1983
Allegany	1,240	1,304	5.2	1,417	8.7	756	887	17.3	904	1.9	1,996	2,191	9.8	2,321	5.9
Anne Arundel	2,351	2,460	4.6	2,383	(3.1)	5,929	6,308	6.4	6,644	5.3	8,280	8,768	5.9	9,027	3.0
Baltimore	4,011	3,795	(5.4)	3,843	1.3	4,325	5,135	18.7	5,339	4.0	8,336	8,930	7.1	9,182	2.8
Catonsville	2,573	2,599	1.0	2,472	(4.9)	8,972	8,934	(.4)	9,245	3.5	11,545	11,533	(.1)	11,717	1.6
Cecil	334	294	(12.0)	324	10.2	1,026	1,159	13.0	1,200	3.5	1,360	1,453	6.8	1,524	4.9
Charles	818	908	11.0	830	(8.6)	3,185	3,151	(1.1)	3,342	6.1	4,003	4,059	1.4	4,172	2.8
Chesapeake	489	512	4.7	481	(6.1)	1,240	1,439	16.0	1,485	3.2	1,729	1,951	12.8	1,966	.8
Dundalk	455	484	6.4	653	34.9	1,865	2,225	19.3	2,617	17.6	2,320	2,709	16.8	3,270	20.7
Essex	2,616	2,841	8.6	2,716	(4.4)	6,872	7,110	3.5	7,488	5.3	9,488	9,951	4.9	10,204	2.5
Frederick	880	959	9.0	953	(.6)	1,836	2,084	13.5	2,361	13.3	2,716	3,043	12.0	3,314	8.9
Garrett	312	269	(13.8)	266	(1.1)	335	285	(14.9)	362	27.0	647	554	(14.4)	628	13.4
Hagerstown	898	937	4.3	927	(1.1)	1,463	1,535	4.9	1,710	11.4	2,361	2,472	4.7	2,637	6.7
Harford	1,308	1,324	1.2	1,212	(8.5)	3,125	3,382	8.2	3,580	5.9	4,433	4,706	6.2	4,792	1.8
Howard	776	782	.8	788	.8	2,554	2,868	12.3	2,832	(1.3)	3,330	3,650	9.6	3,620	(.8)
Montgomery:															
Rockville	4,562	4,583	.5	4,455	(2.8)	7,551	8,477	12.3	8,492	.2	12,113	13,060	7.8	12,947	(.9)
Takoma Park	1,118	1,211	8.3	1,257	3.8	2,872	3,134	9.1	3,518	12.3	3,990	4,345	8.9	4,775	9.9
Germantown	410	442	7.8	478	8.1	2,198	2,119	(3.6)	2,114	(.2)	2,608	2,561	(1.8)	2,592	1.2
Prince George's	4,528	4,581	1.2	4,262	(7.0)	10,129	10,773	6.4	10,715	(.5)	14,657	15,354	4.8	14,977	(2.5)
Wor-Wic Tech	206	203	(1.5)	236	16.3	440	438	(.5)	660	50.1	646	641	(.8)	896	39.8
TOTAL	29,885	30,428	2.0%	29,953	(1.8%)	66,673	71,443	7.2%	74,608	4.4%	96,558	101,931	5.6%	104,561	2.6%

Incr. = Increase
(Decr.) = Decrease

SOURCE: Enrollment Information System

CREDIT ENROLLMENT BY RACE
MARYLAND COMMUNITY COLLEGES
FALL 1983

College	Black		American Indian		Asian		Hispanic		White		Foreign		All Other/ Race Unknown		TOTAL	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Allegany	28	10	-	2	-	3	-	1	1,381	883	-	-	8	5	1,417	904
Anne Arundel	155	478	13	19	37	72	25	57	2,134	5,978	16	14	3	26	2,383	6,644
Baltimore	3,187	3,895	-	-	32	43	8	20	610	1,371	1	1	5	9	3,843	5,339
Catonsville	536	1,129	6	16	53	128	13	49	1,763	7,495	15	5	86	423	2,472	9,245
Cecil	13	33	2	6	3	6	-	3	304	1,147	2	5	-	-	324	1,200
Charles	93	273	1	10	10	28	11	20	699	2,905	-	4	16	102	830	3,342
Chesapeake	81	103	1	1	2	3	3	6	394	1,370	-	2	-	-	481	1,485
Dundalk	81	187	1	7	4	14	4	14	563	2,395	-	-	-	-	653	2,617
Essex	270	317	22	31	38	71	31	50	2,298	6,873	-	-	57	146	2,716	7,488
Frederick	50	85	1	7	11	15	6	14	883	2,228	2	12	-	-	953	2,361
Garrett	14	-	-	-	-	-	-	-	252	362	-	-	-	-	266	362
Hagerstown	71	76	-	2	8	10	4	8	838	1,610	-	-	6	4	927	1,710
Harford	101	249	1	14	15	33	7	32	1,088	3,242	-	-	-	10	1,212	3,580
Howard	96	288	5	7	18	57	10	21	595	2,164	7	11	57	284	788	2,832
Montgomery:																
Rockville	183	458	7	11	304	426	186	252	2,465	5,501	341	93	969	1,751	4,455	8,492
Takoma Park	324	779	4	9	143	234	74	153	344	1,760	184	76	184	507	1,257	3,518
Germantown	7	63	1	3	8	46	2	20	319	1,668	4	1	137	313	478	2,114
Prince George's	1,287	4,187	11	30	210	296	79	183	2,529	5,938	146	81	-	-	4,262	10,715
Wor-Wic Tech	71	145	-	-	-	-	2	3	162	512	-	-	1	-	236	660
TOTAL	6,648	12,755	76	175	896	1,485	465	906	19,621	55,402	718	305	1,529	3,580	29,953	74,608

FT = Full-time
PT = Part-time

SOURCE: Enrollment Information System

Table 4-B

COMPARISON OF BLACK STUDENT CREDIT ENROLLMENT
MARYLAND COMMUNITY COLLEGES
FALL 1981, 1982, AND 1983

College	1981 FT	1981 PT	1981 Total	% of Total Enrollment	1982 FT	1982 PT	1982 Total	% of Total Enrollment	1983 FT	1983 PT	1983 Total	% of Total Enrollment	Change in Percent 1981-1983
Allegany	27	8	35	1.8	22	5	27	1.2	28	10	38	1.6	- .2
Anne Arundel	145	381	526	6.4	140	381	521	5.9	155	478	633	7.0	+ .6
Baltimore	3,115	3,189	6,304	75.6	2,865	3,733	6,598	73.9	3,187	3,895	7,082	77.1	+ 1.5
Catonsville	566	988	1,554	13.5	525	1,087	1,612	14.0	536	1,129	1,665	14.2	+ .7
Cecil	27	31	58	4.3	31	27	58	4.0	13	33	46	3.0	- 1.3
Charles	76	268	344	8.6	91	267	358	8.8	93	273	366	8.8	+ .2
Chesapeake	82	66	148	8.6	87	86	173	8.9	81	103	184	9.4	+ .8
Dundalk	35	89	124	5.3	77	121	198	7.3	81	187	268	8.2	+ 2.9
Essex	265	302	567	6.0	287	250	537	5.4	270	317	587	5.8	- .2
Frederick	53	59	112	4.1	49	63	112	3.7	50	85	135	4.1	-
Garrett	8	-	8	1.2	10	-	10	1.8	14	-	14	2.2	+ 1.0
Hagerstown	65	65	130	5.5	63	61	124	5.0	71	76	147	5.6	+ .1
Harford	134	229	363	8.2	113	213	326	6.9	101	249	350	7.3	- .9
Howard	84	251	335	10.1	92	321	413	11.3	96	288	384	10.6	+ .5
Montgomery	470	1,102	1,572	8.4	478	1,073	1,551	7.8	514	1,300	1,814	8.9	+ .5
Prince George's	1,372	3,890	5,262	35.9	1,374	4,031	5,405	35.2	1,287	4,187	5,474	36.6	+ .7
Wor-Wic Tech	53	77	130	20.1	54	82	136	21.2	71	145	216	24.1	+ 4.0
TOTAL	6,577	10,995	17,572	18.2%	6,358	11,801	18,159	17.8%	6,648	12,755	19,403	18.6%	+ .4%

FT = Full-time
PT = Part-time

SOURCE: Enrollment Information System

COMPARISON OF IN-COUNTY, OUT-OF-COUNTY/CITY, OUT-OF-STATE CREDIT ENROLLMENT
MARYLAND COMMUNITY COLLEGES
FALL 1983

College	In-County/City			Out-of-County/City			Out-of-State, Foreign and Residence Unknown			TOTAL ENROLLMENT		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Allegany	1,172	813	1,985	242	90	332	3	1	4	1,417	904	2,321
Anne Arundel	2,358	6,570	8,928	18	66	84	7	8	15	2,383	6,644	9,027
Baltimore	3,465	4,870	8,335	296	409	705	82	60	142	3,843	5,339	9,182
Catonsville	1,595	6,141	7,736	852	3,091	3,943	25	13	38	2,472	9,245	11,717
Cecil	297	1,126	1,423	3	16	19	24	58	82	324	1,200	1,524
Charles	580	1,788	2,368	247	1,535	1,782	3	19	22	830	3,342	4,172
Chesapeake	480	1,480	1,960	1	4	5	-	1	1	481	1,485	1,966
Dundalk	540	2,252	2,792	110	360	470	3	5	8	653	2,617	3,270
Essex	2,262	6,535	8,797	408	941	1,349	46	12	58	2,716	7,488	10,204
Frederick	889	2,278	3,167	57	73	130	7	10	17	953	2,361	3,314
Garrett	211	324	535	21	5	26	34	33	67	266	362	628
Hagerstown	756	1,483	2,239	24	26	50	147	201	348	927	1,710	2,637
Harford	1,143	3,464	4,607	48	87	135	21	29	50	1,212	3,580	4,792
Howard	753	2,620	3,373	28	199	227	7	13	20	788	2,832	3,620
Montgomery:												
Rockville	3,952	7,995	11,947	70	201	271	433	296	729	4,455	8,492	12,947
Takoma Park	837	2,988	3,825	139	269	408	281	261	542	1,257	3,518	4,775
Germantown	447	1,983	2,430	25	113	138	6	18	24	478	2,114	2,592
Prince George's	3,951	10,205	14,156	160	376	536	151	134	285	4,262	10,715	14,977
Wor-Wic Tech	192	541	733	44	112	156	-	7	7	236	660	896
TOTAL	25,880	65,456	91,336	2,793	7,973	10,766	1,280	1,179	2,459	29,953	74,608	104,561
Percent of Total Enrollment			88%			10%			2%			100%

FT = Full-time
PT = Part-time

1 Includes 226 full-time and 1,506 part-time students from Carroll County.
2 Includes 31 full-time and 360 part-time students from Calvert County.
2 Includes 191 full-time and 1,147 part-time students from St. Mary's County.

SOURCE: Enrollment Information System

Table 6-B

CREDIT ENROLLMENT HISTORY AND PROJECTIONS
FOR PHYSICAL FACILITIES PLANNING
MARYLAND COMMUNITY COLLEGES
FALL 1974 - FALL 1983
FALL 1988 AND FALL 1993

Fall	Full-time	Part-time	TOTAL ENROLLMENT	Facilities Credit FTE	Facilities Credit FTDE
1974	24,235	40,444	64,679	37,716	28,597
1975	28,177	48,063	76,240	44,196	31,529
1976	28,924	51,031	79,955	45,934	34,510
1977	29,278	55,609	84,887	47,748	34,971
1978	27,748	58,328	86,076	47,053	32,651
1979	28,106	60,246	88,352	48,189	32,543
1980	28,978	64,049	93,027	50,326	34,389
1981	29,885	66,673	96,558	51,380	34,852
1982	30,488	71,443	101,931	54,304	37,091
1983	29,953	74,608	104,561	54,823	37,002
1988	30,000	81,858	111,858	57,286	39,500
1993	29,500	79,746	109,246	56,082	38,668

FTE = Full-time equivalent (full-time + one-third part-time)
FTDE = Full-time day equivalent

SOURCE: SBHE

ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING
MARYLAND COMMUNITY COLLEGES
FOR PLANNING PERIOD JULY 1984 - JULY 1985

College	Fall 1981 FTE	Fall 1982 FTE	Fall 1983 FT	Fall 1983 PT	Fall 1983 FTE	FTE % Increase (Decrease) 1981-1982	FTE % Increase (Decrease) 1982-1983	Fall 1981 FTDE	Fall 1982 FTDE	Fall 1983 FTDE	FTDE % Increase (Decrease) 1981-1982	FTDE % Increase (Decrease) 1982-1983	Projected % Day Contact Hours 1984-1994	FY 1989 Projected FTE	FY 1989 Projected FTDE	FY 1994 Projected FTE	FY 1994 Projected FTDE
Allegany	1,492	1,600	1,417	904	1,718	7.2	7.4	940	960	1,049	2.1	9.3	61	1,660	1,013	1,626	992
Anne Arundel	4,253	4,563	2,383	6,644	4,598	7.3	.8	2,892	3,103	3,100	7.3	(.1)	68	4,755	3,233	4,655	3,165
Baltimore	4,816	5,507	3,843	5,339	5,623	14.3	2.1	3,179	4,075	3,815	28.2	(6.4)	68	5,614	3,818	5,496	3,737
Catonsville	5,564	5,577	2,472	9,245	5,554	.2	(.4)	2,949	3,068	2,968	4.0	(3.2)	56	5,729	3,208	5,608	3,141
Carroll	*506*	*524*	*172*	*1,225*	*580*	*3.6*	*10.7*	*253*	*267*	*314*	*5.5*	*17.6*	*59*	*802*	*473*	*785*	*463*
Cecil	682	680	324	1,200	724	(.3)	6.5	355	360	358	1.4	(.6)	53	802	425	785	416
Charles	1,880	1,958	830	3,342	1,944	4.1	(.7)	996	803	873	(19.4)	8.7	50	1,948	974	1,907	953
Chesapeake	886	992	481	1,485	976	12.0	(1.6)	647	675	627	4.3	(7.1)	68	974	662	953	648
Dundalk	1,068	1,226	653	2,617	1,525	14.8	24.4	523	601	765	14.9	27.3	50	1,546	773	1,515	757
Essex	4,907	5,211	2,716	7,488	5,212	6.2	-	3,435	3,648	3,648	6.2	-	70	5,156	3,609	5,047	3,533
Frederick	1,492	1,654	953	2,361	1,740	10.9	5.2	1,119	1,307	1,350	16.8	3.3	79	1,948	1,539	1,907	1,506
Garrett	423	364	266	362	387	(13.9)	6.3	288	233	248	(19.1)	6.4	65	401	261	392	255
Hagerstown	1,386	1,449	927	1,710	1,497	5.8	3.3	956	725	971	(24.2)	33.9	65	1,546	1,005	1,515	984
Harford	2,350	2,451	1,212	3,580	2,405	4.3	(1.9)	1,575	1,691	1,688	7.4	(.2)	71	2,521	1,790	2,468	1,752
Howard	1,627	1,738	788	2,832	1,732	6.8	(.3)	1,090	1,165	1,142	6.9	(1.7)	70	2,349	1,644	2,300	1,610
Montgomery	10,299	10,813	6,190	14,124	10,898	5.0	.8	8,033	8,542	8,472	6.4	(.8)	80	11,343	9,074	11,104	8,883
Prince George's	7,902	8,172	4,262	10,715	7,834	3.4	(4.1)	5,610	5,884	5,604	4.9	(4.8)	72	8,593	6,187	8,412	6,057
Wor-Wic Tech	353	349	236	660	456	(1.1)	30.7	265	251	324	(5.3)	29.1	71	401	285	392	279
TOTAL	51,380	54,304	29,953	74,608	54,823	5.7%	1.0%	34,852	37,091	37,002	1.3%	(.2%)		57,286	39,500	56,082	38,668

FT = Full-time
PT = Part-time
FTE = Full-time equivalent (full-time + one-third part-time)
FTDE = Full-time day equivalent

NOTE: Catonsville includes data for Carroll.

SOURCE: SBCC

COMPARISON OF COMMUNITY COLLEGE CREDIT ENROLLMENT TO POLITICAL SUBDIVISION SERVED
MARYLAND COMMUNITY COLLEGES
FALL 1983

College	Political Subdivision	Population Projections for July 1983	Total In-County/City Enrollment Fall 1983	Percent of Population Enrolled Fall 1983
Allegany	Allegany County	79,738	1,985	2.49%
Anne Arundel	Anne Arundel County	390,709	8,928	2.29
Baltimore	Baltimore City	763,510	8,335	1.09
Catonsville, Dundalk, Essex	Baltimore County	664,246	19,325	2.91
Catonsville	Carroll County	102,743	1,732	1.69
Cecil	Cecil County	62,274	1,423	2.29
Charles	Charles County	78,389	2,368	3.02
Charles	Calvert County	37,914	391	1.03
Charles	St. Mary's County	63,138	1,338	2.12
Chesapeake	Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties	124,584	1,960	1.57
Frederick	Frederick County	122,837	3,167	2.58
Garrett	Garrett County	27,639	535	1.94
Hagerstown	Washington County	114,776	2,239	1.95
Harford	Harford County	151,973	4,607	3.03
Howard	Howard County	132,030	3,373	2.55
Montgomery	Montgomery County	590,602	18,202	3.08
Prince George's	Prince George's County	671,869	14,156	2.11
Wor-Wic Tech	Worcester and Wicomico Counties	98,565	733	.74
TOTAL		4,277,536	94,797	2.22%

NOTE: Somerset is the only county not served by a community college (19,316 citizens).

SOURCE OF DATA FOR COUNTY POPULATION: Maryland Department of State Planning, October 1983.
SOURCE OF DATA FOR IN-COUNTY ENROLLMENT: Enrollment Information System

Table 9-B

SUMMARY OF DEGREES AND OTHER FORMAL AWARDS
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1983

College	Certificates (Less than Two-Year)	TOTAL AA Degrees Awarded	Transfer AA Degrees	Occupational AA Degrees	Occupational AA Degrees					
					Business & Commerce	Data Processing	Health Service	Mechanical & Engineering	Natural Science	Public Service
Allegany	32	326	56	270	51	32	132	31	11	13
Anne Arundel	145	554	290	264	77	67	82	27	1	10
Baltimore	106	649	237	412	129	23	136	24	17	83
Catonsville	311	699	325	374	63	72	126	73	-	40
Cecil	11	93	33	60	19	6	23	9	-	3
Charles	119	209	99	110	27	39	39	5	-	-
Chesapeake	39	100	68	32	20	-	-	9	-	3
Dundalk	70	136	92	44	22	-	-	2	-	20
Essex	61	759	366	393	92	60	193	4	-	44
Frederick	52	190	113	77	23	13	29	3	-	9
Garrett	4	60	37	23	5	-	9	1	8	-
Hagerstown	14	271	131	140	26	36	48	15	-	15
Harford	139	351	150	201	58	31	71	13	10	18
Howard	39	207	84	123	44	9	62	8	-	-
Montgomery:										
Rockville	137	664	262	402	190	75	-	49	-	88
Takoma Park	38	259	67	192	3	30	159	-	-	-
Germantown	-	61	41	20	13	5	-	2	-	-
Prince George's	93	984	310	674	274	121	161	52	-	66
Wor-Wic Tech	28	77	4	73	36	-	26	-	-	11
TOTAL	1,438	6,649	2,765	3,884	1,172	619	1,296	327	47	423
Percent of Total AA Degrees		100%	42%	58%	18%	9%	19%	5%	1%	6%

AA = Associate in Arts

SOURCE: Degree Information System

Table 10-B

COMPARISON OF DEGREES AWARDED AND CERTIFICATES CONFERRED
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1979 - 1983

College	Transfer AA Degrees Awarded					Occupational AA Degrees Awarded					Certificates Conferred (Less than Two-Year)				
	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983
Allegany	70	76	57	67	56	253	241	193	261	270	54	47	14	28	32
Anne Arundel	279	293	251	299	290	237	240	260	276	264	39	33	54	94	145
Baltimore	281	371	355	238	237	620	451	462	415	412	34	70	136	75	106
Catonsville	359	310	333	368	325	413	318	334	396	374	253	224	204	315	311
Cecil	43	38	27	36	33	24	30	32	27	60	2	5	4	5	11
Charles	94	76	83	92	99	93	93	106	90	110	77	53	36	69	119
Chesapeake	43	46	58	68	68	58	57	39	44	32	19	22	35	16	39
Dundalk	90	85	82	82	92	53	70	66	69	44	52	53	62	47	70
Essex	405	375	309	327	366	359	345	346	343	393	38	37	67	50	61
Frederick	78	69	84	110	113	76	40	60	72	77	37	34	34	46	52
Garrett	30	23	54	46	37	27	41	37	38	23	4	4	7	2	4
Hagerstown	136	128	136	133	131	117	115	137	151	140	9	16	7	7	14
Harford	187	187	171	170	150	155	189	212	210	201	66	63	105	132	139
Howard	69	79	77	81	84	110	135	112	137	123	31	39	42	35	39
Montgomery:															
Rockville	296	309	284	273	262	354	321	323	373	402	86	75	122	109	137
Takoma Park	46	61	57	62	67	198	211	171	189	192	45	11	30	40	38
Germantown	5	36	21	30	41	1	9	18	18	20	-	4	5	1	-
Prince George's	322	349	308	334	310	708	684	649	668	674	24	34	36	47	93
Wor-Wic Tech	-	-	-	-	4	40	42	41	60	73	32	32	26	36	28
TOTAL	2,833	2,911	2,747	2,816	2,765	3,896	3,632	3,598	3,837	3,884	902	856	1,026	1,154	1,438

AA = Associate in Arts

SOURCE: Degree Information System

Table II-B

PERCENT OF ADJUSTED CURRENT UNRESTRICTED EXPENDITURES BY FUNCTION
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1983

College	Adjusted Current Operating Expenditures	Instruction	Instructional Resources	Student Affairs	Plant Operation and Maintenance	General Administration	General Institutional	Other
Allegany	$ 4,994,910	57%	5%	5%	13%	16%	4%	4%
Anne Arundel	14,506,504	56	9	6	12	7	3	6
Baltimore	12,862,128	57	2	7	15	18	1	-
Catonsville	19,133,490	51	6	9	14	4	16	1
Cecil	3,039,131	46	4	10	12	9	13	5
Charles	5,814,700	43	8	6	16	10	8	10
Chesapeake	3,015,258	49	5	10	17	14	4	5
Dundalk	6,375,370	43	7	12	17	7	14	-
Essex	15,258,039	50	5	10	15	5	14	1
Frederick	4,351,027	57	6	8	15	14	-	-
Garrett	1,794,863	52	4	8	16	11	8	-
Hagerstown	4,372,344	52	5	7	7	15	14	-
Harford	7,966,136	50	6	7	14	11	12	-
Howard	6,265,227	42	6	10	16	15	9	2
Montgomery	35,569,207	51	7	8	19	11	5	-
Prince George's	22,182,199	60	4	10	11	13	2	-
Wor-Wic Tech	1,582,165	60	-	8	14	13	5	-
TOTAL	$169,082,698							
Systemwide average	100%	52%	6%	8%	15%	11%	7%	1%

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NOTE: This table does not include the employer share of Social Security or retirement paid by the State.

152 SOURCE: SBCC-CC-4

Table 12-B

NET COST PER FULL-TIME EQUIVALENT STUDENT
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1980 - 1985

College	Actual FY 1980	Actual FY 1981	Actual FY 1982	Actual FY 1983	Budgeted FY 1984	Estimated FY 1985
Allegany	$2,062	$2,157	$2,313	$2,540	$2,584	$3,020
Anne Arundel	2,052	2,252	2,422	2,632	2,529	2,818
Baltimore	1,888	2,020	2,130	1,982	1,909	2,300
Catonsville	2,122	2,324	2,361	2,526	2,564	2,692
Cecil	2,468	2,844	3,205	3,473	3,424	3,595
Charles	1,857	2,124	2,084	2,641	3,266	3,462
Chesapeake	2,829	2,678	2,580	2,742	3,155	2,765
Dundalk	2,451	2,761	2,726	2,842	2,749	2,810
Essex	2,087	2,363	2,394	2,556	2,612	2,743
Frederick	2,456	2,312	2,299	2,298	2,644	2,644
Garrett	2,760	2,937	3,193	2,995	3,401	3,572
Hagerstown	2,012	2,136	2,271	2,306	2,458	2,500
Harford	2,247	2,305	2,430	2,534	2,655	2,947
Howard	2,236	2,309	2,658	2,681	2,751	2,850
Montgomery	2,671	2,815	2,959	2,979	2,995	3,507
Prince George's	1,973	2,087	2,147	2,303	2,443	2,631
Wor-Wic Tech	1,961	2,264	2,450	2,548	2,990	3,315
Systemwide Weighted average	$2,195	$2,353	$2,452	$2,562	$2,638	$2,876

SOURCE: SBCC-CC-4 and SBCC-CC-5

Table 13-B

PHYSICAL PLANT ASSETS
MARYLAND COMMUNITY COLLEGES
AT END OF FISCAL YEARS 1974 - 1983

College	Land	Buildings	Equipment	TOTAL
Allegany	$ 200,000	$ 7,558,227	$ 3,308,385	$ 11,066,612
Anne Arundel	3,273,390	18,395,862	4,067,687	25,736,939
Baltimore	4,912,317	18,547,410	1,510,776	24,970,503
Catonsville	1,715,592	17,787,905	3,642,090	23,145,587
Cecil	20,176	3,975,644	1,413,167	5,408,987
Charles	98,794	9,590,307	834,429	10,523,530
Chesapeake	420,883	5,868,671	2,232,330	8,521,884
Dundalk	313,537	8,641,452	3,133,808	12,088,797
Essex	1,620,741	24,103,232	4,171,520	29,895,493
Frederick	1,108,419	4,380,829	1,029,355	6,518,603
Garrett	84,440	3,291,739	1,785,122	5,161,301
Hagerstown	894,817	6,741,045	2,764,960	10,400,822
Harford	210,000	16,528,602	5,446,664	22,185,266
Howard	558,044	11,511,754	2,628,881	14,698,679
Montgomery	7,258,077	47,302,592	11,485,786	66,046,455
Prince George's	2,492,439	22,218,232	4,079,737	28,790,408
Wor-Wic Tech	-	-	532,232	532,232
TOTAL 1983	$ 25,181,666	$226,443,503	$ 54,066,929	$305,692,098
TOTAL 1982	$ 23,650,052	$218,392,513	$ 51,674,447	$293,717,012
TOTAL 1981	$ 23,620,773	$209,990,642	$ 49,177,643	$282,789,058
TOTAL 1980	$ 23,132,816	$206,190,536	$ 46,923,222	$276,246,574
TOTAL 1979	$ 17,794,120	$177,941,296	$ 40,085,855	$235,821,271
TOTAL 1978	$ 17,089,574	$167,635,732	$ 37,433,018	$222,158,324
TOTAL 1977	$ 16,393,653	$159,201,598	$ 33,482,808	$209,078,059
TOTAL 1976	$ 15,557,985	$146,702,832	$ 27,769,443	$190,030,260
TOTAL 1975	$ 14,760,430	$116,296,921	$ 23,867,330	$154,924,681
TOTAL 1974	$ 8,904,576	$104,149,324	$ 19,921,586	$132,975,486

SOURCE: NCES 2300-4

Table 14-B

CAPITAL CONSTRUCTION STATE BOND AUTHORIZATIONS
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1965 - 1983

	Year of Authorization	Amount
Local community colleges:		
	1983	$ -
	1982	2,000,000
	1981	-
	1980	-
	1979	2,000,000
	1978	-
	1977	-
	1976	-
	1975	10,000,000
	1974	8,000,000
	1973	-
	1972	10,000,000
	1971	15,000,000
	1970	5,000,000
	1969	10,000,000
	1968	10,000,000
	1967	10,000,000
	1966	-
	1965	-
	1964	15,000,000
	1963	-
	1962	5,000,000
	1961	5,000,000
		$ 107,000,000
Regional community colleges:	1969	$ 3,000,000
	1965	5,000,000
		$ 8,000,000
TOTAL		$ 115,000,000

SOURCE: SBCC

TUITION PER FIFTEEN-WEEK TERM
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984

College	Service Area	Resident of Service Area		Maryland Resident from Outside Service Area		Out-of-State Resident	
		Per Credit Hour	Per Term	Per Credit Hour	Per Term	Per Credit Hour	Per Term
Allegany	Allegany County	$ 30.00	$ 350.00[a][f]	$ 50.00	$ 570.00[a][f]	$ 90.00	$1,010.00[a][f]
Anne Arundel	Anne Arundel County	26.00	[f]	52.00	[f]	104.00	
Baltimore	Baltimore City	23.00		46.00		75.00	900.00[e]
Catonsville Dundalk	Baltimore County	{ 23.00 - 1 thru 11		{ 44.00 - 1 thru 11		{ 90.00 - 1 thru 11	
Essex		{ 16.00 - over 11[b]	[c]	{ 27.00 - over 11[b]	[c]	{ 50.00 - over 11[b]	[c]
Cecil	Cecil County	18.00		36.00		72.00	
Charles	Charles, St. Mary's and Calvert Counties	28.00	[c]	56.00	[c]	84.00	[c]
Chesapeake	Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties	22.00	220.00	44.00	440.00	78.00	1,303.00
Frederick	Frederick County	25.00	300.00[c]	50.00	600.00[c]	100.00	1,200.00[c]
Garrett	Garrett County	22.00		38.00		98.00	
Hagerstown	Washington County	23.00[d]	368.00[d][c]	47.00	752.00[d][c]	72.00	1,152.00[d][c]
Harford	Harford County	23.00		53.00		91.00	
Howard	Howard County	28.00	392.00[g]	56.00	784.00[g]	112.00	[c]
Montgomery	Montgomery County	30.00	450.00[e][c]	59.00	885.00[e][c]	81.00	1,215.00[e][c]
Prince George's	Prince George's County	27.50	[c]	65.00	[c]	113.00	[c]
Wor-Wic Tech	Worcester and Wicomico Counties	21.00		49.00		99.00	

Excluded above are numerous fees the community colleges charge in addition to tuition.

[a] Rate for 15 or more credit hours.
[b] Rate for 1 through 11 credit hours; rate for additional credit hours beyond 11.
[c] A flat per credit hour rate prevails.
[d] Rate for 1 through 16 credit hours; no charge for credit hours beyond 16.
[e] Maximum rate.
[f] Rate for 1 through 15 credit hours; no charge for credit hours beyond 15.
[g] Rate for 14 or more credit hours.

SOURCE: SBCC

INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY CATEGORY
MARYLAND COMMUNITY COLLEGES
1974 - 1983

College	Classroom	Laboratory	Office	Study	Special Use	General Use	Support	Health Care	Unclassified	TOTAL NASF
Allegany	24,272	57,324	22,038	14,471	27,123	21,738	4,637	-	-	171,603
Anne Arundel	36,311	56,806	48,816	9,601	34,420	23,649	9,626	231	-	219,460
Baltimore:										
Liberty	35,458	40,885	45,986	15,330	29,188	22,231	21,968	974	-	212,020
Harbor	25,865	27,904	26,450	13,758	3,123	9,357	6,765	528	-	113,750
Catonsville	65,641	29,133	52,751	29,073	60,995	33,450	8,158	434	-	279,635
Cecil	12,011	6,447	5,583	3,380	16,898	1,584	6,630	-	-	52,533
Charles	16,699	22,469	24,313	17,398	27,145	18,217	6,384	-	-	132,625
Chesapeake	14,627	27,819	14,262	6,871	25,318	8,327	3,781	-	-	101,005
Dundalk	12,049	11,327	20,123	12,451	35,754	18,242	4,061	446	-	114,453
Essex	43,483	58,473	66,824	22,081	63,720	40,464	13,129	440	-	308,614
Frederick	11,123	23,999	13,276	7,730	19,563	5,050	3,143	-	-	83,884
Garrett	10,508	16,760	9,237	5,042	10,548	6,683	4,235	-	-	63,013
Hagerstown	17,972	26,531	19,672	13,957	17,766	17,211	3,682	214	-	117,005
Harford	27,406	39,732	27,852	17,733	39,619	21,288	9,790	-	-	183,420
Howard	18,118	17,414	25,624	11,007	32,113	15,821	2,140		-	122,237
Montgomery:										
Rockville	65,181	102,475	77,188	44,513	59,600	48,759	15,142	135	-	412,993
Takoma Park	17,135	44,509	29,532	23,904	31,745	13,268	4,190	86	-	164,369
Germantown	15,385	24,389	19,968	17,123	29,768	8,654	6,657	249	-	122,193
Prince George's	61,053	62,179	58,610	11,229	24,044	60,378	23,390	1,119	-	302,002
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	-
TOTAL 1983	530,297	696,575	608,105	296,652	588,450	394,371	157,508	4,856	-	3,276,814
TOTAL 1982	545,414	680,232	592,920	301,979	580,722	385,594	148,549	5,771	-	3,241,181
TOTAL 1981	522,580	648,694	577,060	310,511	585,996	389,104	130,692	5,771	-	3,170,408
TOTAL 1980	522,602	650,440	573,264	310,511	581,866	392,702	129,794	5,296	3,624	3,170,099
TOTAL 1979	503,771	690,855	600,211	318,264	581,047	385,144	120,419	6,048	-	3,205,759
TOTAL 1978	503,510	678,810	596,748	303,034	548,304	375,650	113,524	4,745	-	3,124,325
TOTAL 1977	462,024	639,910	544,700	291,530	487,107	351,113	95,027	4,271	-	2,875,682
TOTAL 1976	439,943	601,109	500,811	286,928	463,870	337,700	96,002	3,495	39,396	2,769,254
TOTAL 1975	360,617	536,674	419,809	216,181	440,483	336,922	81,155	3,225	12,025	2,407,091
TOTAL 1974	333,813	472,628	390,782	212,861	415,251	295,393	83,920	2,813	23,801	2,231,262

NASF = Net assignable square feet

SOURCE: CCL2-Table I

EMPLOYEES BY COLLEGE AND FUNCTION
MARYLAND COMMUNITY COLLEGES
AS OF SEPTEMBER 30, 1983

College	Administrative				Credit Instructional [1]				Other Professional				Support				TOTAL ALL FUNCTIONS				TOTAL EMPLOYEES	
	Minority		White		Minority		White		Minority		White		Minority		White		Minority		White			
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Allegany	-	-	12	-	1	-	77	39	-	-	19	-	1	-	58	17	2	-	166	56	168	56
Anne Arundel	2	-	27	-	13	25	165	345	5	1	30	27	45	11	165	110	65	37	387	482	452	519
Baltimore	11	-	12	3	49	163	104	179	9	16	15	17	96	32	42	21	165	211	173	220	338	431
Catonsville	2	-	38	-	14	22	218	217	3	-	25	2	32	2	204	59	51	24	485	278	536	302
Cecil	-	-	10	-	2	-	26	60	-	-	10	5	1	-	32	13	3	-	78	78	81	78
Charles	1	-	5	-	5	5	38	143	7	1	28	4	23	3	66	18	36	9	137	165	173	174
Chesapeake	1	-	18	-	3	-	31	72	-	10	17	25	9	8	48	61	13	18	114	158	127	176
Dundalk	3	-	24	-	7	1	48	117	2	-	9	1	15	-	67	20	27	1	148	138	175	139
Essex	1	-	31	-	8	10	170	291	2	-	21	4	10	-	217	18	21	10	439	313	460	323
Frederick	1	1	22	-	4	1	35	224	-	-	1	1	6	2	50	16	11	4	108	241	119	245
Garrett	-	-	7	-	1	-	21	18	-	-	-	-	-	-	40	6	1	-	68	24	69	24
Hagerstown	-	-	16	-	2	-	47	85	-	-	7	-	1	-	60	-	3	-	130	85	133	85
Harford	1	-	29	-	2	13	81	139	-	-	-	-	12	4	90	17	15	17	200	156	215	173
Howard	4	-	15	-	5	5	39	135	4	-	24	9	20	4	71	23	33	9	149	167	182	176
Montgomery	9	-	41	-	23	53	315	480	16	-	84	2	103	7	336	40	151	60	776	522	927	582
Prince George's	7	-	30	11	25	15	213	136	3	2	13	2	91	101	186	245	126	118	442	394	568	512
Wor-Wic Tech	-	-	5	-	1	3	19	57	-	-	8	-	1	1	14	8	2	4	46	65	48	69
TOTAL	43	1	342	14	165	316	1,647	2,737	51	30	311	99	466	175	1,746	692	725	522	4,046	3,542	4,771	4,064

[1] Faculty teaching noncredit courses are not included.

FT = Full-time
PT = Part-time

SOURCE: Employee Data System

Table 18-B

FULL-TIME EQUIVALENT ENROLLMENT FOR STATE AID
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1980 - 1985

College	FTE FY 1980	FTE FY 1981	FTE FY 1982	FTE FY 1983	SBCC Approved 12-83 FTE FY 1984	College Projection 12-83 FTE FY 1984	SBCC Approved 01-84 FTE FY 1985
Allegany	1,592	1,643	1,699	1,834	2,062	2,081	2,155
Anne Arundel	4,694	4,773	5,147	5,482	5,807	5,850	5,900
Baltimore City	5,848	6,150	6,100	6,398	6,171	6,784	6,553
Baltimore County:	*13,556*	*13,626*	*14,887*	*15,718*	*17,113*	*17,640*	*17,731*
Catonsville	6,247	6,526	7,166	7,547	7,995	7,995	8,050
Dundalk	1,926	1,865	2,056	2,244	2,610	2,990	3,019
Essex	5,383	5,235	5,665	5,927	6,508	6,655	6,662
Cecil	688	701	779	858	913	935	934
Charles	2,592	2,666	2,686	2,201	2,200	2,200	2,300
Chesapeake	887	964	1,080	1,099	1,210	1,220	1,238
Frederick	1,087	1,276	1,588	1,874	1,877	1,877	1,940
Garrett	555	569	538	561	586	586	632
Hagerstown	1,527	1,561	1,693	1,718	1,760	1,760	1,792
Harford	2,602	2,771	2,894	3,122	3,329	3,375	3,370
Howard	1,685	1,906	2,043	2,332	2,440	2,440	2,507
Montgomery	9,023	9,459	10,197	10,946	11,900	11,900	11,950
Prince George's	8,337	8,281	8,865	9,304	9,440	9,440	9,588
Wor-Wic Tech	437	486	539	607	643	685	710
TOTAL	55,110	56,832	60,735	64,054	67,451	68,773	69,300

FTE = Full-time equivalent

SOURCE: SBCC

Table 19-B

CONTINUING EDUCATION COURSES AND FULL-TIME EQUIVALENT STUDENTS ELIGIBLE FOR STATE AID MARYLAND COMMUNITY COLLEGES FISCAL YEARS 1982 AND 1983

Classification	No. of Courses		No. of FTE	
	FY 1982	FY 1983	FY 1982	FY 1983
Agriculture and Renewable Natural Resources	138	169	53	104
Architecture and Environmental Design	57	66	5	4
Arts, Visual and Performing	141	161	1,217	1,492
Business	1,644	2,027	1,358	1,465
Communication	179	227	82	94
Computer Science Data Processing	139	279	142	328
Education	1,144	1,352	1,694	1,808
Engineering and Engineering Technology	205	244	423	437
Health Care and Health Sciences	1,111	1,281	692	948
Home Economics	308	339	480	558
Industrial Arts	857	884	996	1,070
Languages, Linguistics and Literature	187	220	211	230
Law	110	124	48	52
Libraries and Museums	1	-	-	-
Life Sciences and Physical Sciences	49	48	39	28
Mathematical Sciences	32	34	25	18
Military Sciences	3	2	-	-
Philosophy, Religion, and Theology	13	15	28	27
Physical Education, Health Education and Leisure	91	119	730	940
Psychology	50	60	49	48
Public Administration and Social Services	112	120	124	143
Social Sciences and Social Studies	137	152	271	326
TOTAL	6,708	7,923	8,667	10,120

FTE = Full-time equivalent

NOTE: Includes only courses and students eligible for State aid.
Data do not reflect audit adjustments.

SOURCE: SBCC

MANAGEMENT INFORMATION SYSTEMS

The Maryland State Board for Community Colleges is committed to developing and using management systems that provide efficient and effective procedures for determining information needs, gathering information, and utilizing the information in operational and policy decisions.

The development and adaptation of computer technology has had many positive effects. A large number of forms and reports, previously requiring completion by community college staff, has been replaced by data tape transmission of information. Data definitions have been standardized, and the capability to analyze statewide information has been enhanced.

Equally important, the development of systems by the State Board has made quantitative information readily available in a form that can be used to establish alternative directions for community colleges to pursue. By having the information in a manageable form, accountability can be maintained for the quality of community college operations.

Each of the community college management information systems has undergone three stages of development. As a first step, the State Board for Community Colleges staff, the community college staffs, and representatives of other State agencies worked as a task force to identify common information needs; available data sources; and efficient, nonduplicative means of collecting, analyzing, and reporting the data.

The second step was the development of computer software to edit the data into a common format and to produce college and statewide reports. The material is then distributed to each user. The use of common software has avoided unnecessary duplicative development efforts by each college and each State agency. Finally, data from existing college files are processed annually to produce a data tape and college and State reports. The data files produced by these systems additionally can be routinely listed throughout the year to respond to federal report requirements or for other compliance purposes.

The systems in place can be divided, according to primary function, into three major categories:

- Systems for routine data collection
- Systems for evaluation of activities
- Systems for State approval or compliance review

The categories of systems are interrelated in that data collected routinely are merged for use in management decision making and evaluation. For example, student enrollments, discipline costs, and follow-up data are included as part of the Program Data Monitoring System, which in turn forms a part of the Program Evaluation System.

The systems in the Management Information System are identified below.

BUDGET INFORMATION SYSTEM

This system provides budgets for the most recently completed fiscal year and the estimated revenue and expenditures for the current year. This information is displayed so that comparisons can be made with previous years at the same institution and with other community colleges of similar size. Analyses of various relationships can be facilitated.

COLLEGE EVALUATION SYSTEM

This system integrates the elements from the other evaluation systems to provide an overall institutional perspective.

CONTINUING EDUCATION COURSE REVIEW SYSTEM

This system is used to determine eligibility of continuing education courses for State funding. The system is based on policies and procedures contained in the Continuing Education Manual.

CONTINUING EDUCATION STUDENT INFORMATION SYSTEM

This system provides for data tape transmission of information on continuing education registrants. The system affords uniform collection of continuing education enrollment information.

DEGREE DATA SYSTEM

Transmitted on data tape, this system provides information on the degrees granted in the previous fiscal year and on the characteristics of the graduates of community colleges.

DISCIPLINE COST ANALYSIS SYSTEM

This system provides annual data on the full-time equivalent students in and costs of programs at the colleges. Costs can be compared with trend data and with data from similar programs at other colleges.

EMPLOYEE DATA SYSTEM

Transmitted on data tape, this system provides information on the employees of community colleges and the demographic characteristics of faculty members.

ENROLLMENT INFORMATION SYSTEM

Transmitted on data tape, this system provides information on Fall enrollment and the characteristics of students who are enrolled in credit transfer and occupational programs.

FINANCIAL STATEMENTS AND MANAGEMENT LETTER ANALYSIS SYSTEM

This system provides for State Board review of the financial statements and management letters submitted as part of college audits. The Board's analysis is furnished to the Legislative Auditor for his report to the General Assembly.

OPTIONAL RETIREMENT SYSTEM

This system is used in the Board's (1) determination of community college employee eligibility for participation, (2) reimbursement of retirement costs by the State, and (3) return to the State of employer contributions made on behalf of participants who discontinue employment and seek return of their own funds.

PROGRAM DATA MONITORING SYSTEM

This system provides a profile of each program at each community college and displays enrollment, degrees, follow-up, and discipline cost information for the program and for similar programs at other colleges. These analyses form an important part of the program evaluation process.

PROGRAM EVALUATION SYSTEM

This system annually provides for in-depth campus analyses of four or more programs identified at the State level through use of the Program Data Monitoring System.

SYSTEM FOR EVALUATION OF INSTRUCTIONAL PROGRAM PROPOSALS

This system is used for assessment of college proposals to implement new degree and certificate programs. The information, from letters of intent and program proposals, is used in determining endorsement and final approval of proposed new programs.

COLLEGE: HARFORD COMMUNITY COLLEGE

PROGRAM NUMBER: 5208 01
HEGIS PROGRAM CATEGORY: NURSING, RN

CERTIFICATE: NOT OFFERED
ASSOCIATE: NURSING

COLLEGE PROGRAM TITLE	YEAR IMPLEMENTED	CURRENT STATUS	USOE NUMBER
NURSING	PRE 1974	ACTIVE	7030103

	1977	1978	1979	1980	1981	1982
FALL ENROLLMENT:						
CERTIFICATE LEVEL						
FULL-TIME	-	-	-	-	-	-
PART-TIME	-	-	-	-	-	-
ASSOCIATE LEVEL						
FULL-TIME	96	113	176	198	145	130
PART-TIME	198	271	244	330	330	397
TOTAL HEAD-COUNT	294	384	420	528	475	527
AWARDS:						
CERTIFICATES	-	-	-	-	-	-
ASSOCIATE DEGREES	46	85	72	72	98	88
TOTAL ALL AWARDS	46	85	72	72	98	88
PERCENT FULL-TIME	33%	29%	42%	38%	31%	25%
FT ENR-TO-AWARD RATIO			1:1	1:1	1:1	1:1
STATEWIDE FULL-TIME ENROLLMENT-TO-AWARD RATIO (RATIO = 172 FT ENROLLMENT DIVIDED BY AWARDS 2 YEARS LATER)						1:1

SIMILAR PROGRAMS IN MARYLAND COMMUNITY COLLEGES:

COLLEGE	ENROLLMENT FALL, 1982 FT	PT	TOTAL	AWARDS 81-82 CERT	AA	SCH YR TOTAL
ALLEGANY	234	167	401	-	52	52
ANNE ARUNDEL	96	479	575	-	68	68
BALTIMORE	106	94	200	-	59	59
CATONSVILLE	241	803	1044	-	97	97
CECIL	23	74	97	-	-	-
CHARLES	40	23	63	-	25	25
ESSEX	172	652	824	-	79	79
FREDERICK	73	114	187	-	31	31
HAGERSTOWN	23	50	73	-	27	27
HARFORD	130	397	527	-	88	88
HOWARD	66	303	369	-	60	60
MONTGOMERY	50	144	194	-	79	79
PRINCE GEORGE'S	260	563	823	-	90	90
WOR-WIC TECH	17	30	47	-	27	27
TOTAL ALL COLLEGES	1531	3893	5424	-	752	752

STUDENT FOLLOW-UP STUDIES:

	1980 GRADUATES COLLEGE	1980 GRADUATES STATE	1982 GRADUATES COLLEGE	1982 GRADUATES STATE
NUMBER OF RESPONDENTS	28	388	38	415
RESPONSE RATE	39%		43%	
FULL-TIME JOB, DIRECTLY RELATED	50%	61%	79%	70%
FULL-TIME JOB, SOMEWHAT RELATED	7%	3%	0%	3%
FULL-TIME JOB, NOT RELATED	0%	1%	0%	1%
PART-TIME JOB	32%	27%	16%	21%
TRANSFERRED, NOT EMPLOYED	4%	1%	0%	0%
SEEKING WORK, NOT EMPLOYED	4%	2%	0%	0%
MILITARY, HOME RESPON, OTHER	4%	5%	5%	4%
TOTAL	100%	100%	100%	100%
TRANSFERRED, REGARDLESS OF EMPL	32%	12%	13%	10%
ACHIEVED PERSONAL GOAL	93%	96%	95%	98%
SATISFIED WITH INSTR IN PROGRAM	100%	94%	95%	95%
AMONG FULL-TIME EMPLOYEES				
MEDIAN ANNUAL SALARY	$14,029	$14,326	$16,600	$16,640
NO. REPORTING SALARY DATA	15	217	24	270
BEGAN NEW JOB AFTER COLLEGE	94%	85%	69%	85%
SATISFIED WITH EMPLMNT PREP	100%	93%	93%	95%

DISCIPLINE CREDIT HOUR COST IN NURSING, RN

	FY79	FY80	FY81	FY82	79-82 CHG
HIGHER ED PRICE INDEX	169	185	203	226	+34%
STATEWIDE COST:					
ALL DISCIPLINES	$80	$82	$83	$87	+9%
THIS DISCIPLINE	$127	$138	$133	$145	+14%
COLLEGE COST:					
ALL DISCIPLINES	$73	$82	$84	$81	+11%
THIS DISCIPLINE	$135	$157	$87	$105	-22%

THESE COSTS ARE DISCIPLINE COSTS, NOT PROGRAM COSTS; A SINGLE DISCIPLINE MAY SUPPORT SEVERAL PROGRAMS.

ANNUAL JOB OPENINGS, 1976-1982:

	BALT AREA	STATEWIDE
NURSES, PROFESSIONAL	975	1,438

JOB OPENINGS MAY ALSO BE AVAILABLE IN OTHER OCCUPATIONS. SEE DHR MANPOWER PROJECTIONS. SOME STUDENTS ARE ALREADY EMPLOYED WHILE ATTENDING THE COMMUNITY COLLEGE. THEREFORE, OPENINGS MAY NOT BE NEEDED FOR ALL GRADUATES. OPENINGS ARE FOR MARYLAND ONLY.

PDM QUANTITATIVE CRITERIA CHECKS INDICATE:

AWARDS DECREASED AT LEAST 10% AND BY 10 STUDENTS LAST YEAR.
DISCIPLINE COST INCREASED AT LEAST 20% LAST YEAR.

SOURCES: HEGIS REPORTS, FOLLOW-UP STUDIES, DEPT OF HUMAN RESOURCES "OCCUPATIONAL-INDUSTRIAL OUTLOOK" AND DISCIPLINE COST ANALYSIS. DATA ARE SUBJECT TO CONFIRMATION BY THE COLLEGE.

BEST COPY AVAILABLE

Appendix D

OTHER BOARD PUBLICATIONS

This State Plan constitutes an important part of the functions of the State Board for Community Colleges. The Plan communicates the current status of community college operations and establishes goals for future activities.

While reference is made in this Plan to the wide spectrum of State Board and community college programs and services, it is impossible in a single document to detail all activities summarized. Therefore, the following major publications, developed since the last Plan, may be of interest. A limited number of copies of these documents is available from the Board office. If the document is available through the ERIC system, the reference number is shown in parentheses following the title.

- Analysis of Auditors' Management Letters and Community Colleges Responses for Fiscal Year 1983, June 1984
- 1983 Program Evaluations, Maryland Community Colleges, April 1984
- Selected Financial and Enrollment Data, Maryland Community Colleges, January 1984
- The Improvement of Occupational Education in Maryland, Fiscal Year 1983, December 1983
- Instructional Program Manual, Maryland Community Colleges, November 1983 (ED 238475)
- Funding to Meet the Need for Community College Education in Baltimore City, November 1983
- Laboratory Equipment Needs in Maryland Community Colleges as of June 30, 1983, November 1983
- Four Years Later: Follow-Up of 1978 Entrants, Maryland Community Colleges, September 1983 (ED 234850)
- Annotated Code of Maryland - Education Article (Community Colleges); Code of Maryland Regulations (State Board for Community Colleges), July 1983 (ED 234862)
- Continuing Education Manual, Maryland Community Colleges, July 1983 (ED 234851)
- State Board for Community Colleges Bulletin, monthly during academic year

The following major documents serve as continuing reference to projects currently underway or review procedures currently in effect. These publications are used by the staff, the community colleges, and other agencies of government.

- Career Development and Job Performance, Follow-Up of Maryland Community College Graduates and Their Employers, June 1983 (ED 232749)
- The Role of Community Colleges in Preparing Students for Transfer to Four-Year Colleges and Universities—The Maryland Experience, May 1983 (ED 230255)
- Data Element Dictionary, November 1982
- Maryland Manufacturing—An Overview, June 1982
- The Study of Remedial/Developmental Education in Maryland Community Colleges, January 1982 (ED 219122)
- Four Years Later: Follow-Up of 1976 Entrants to Maryland Community Colleges, May 1981 (ED 220135)
- Student Follow-Up of Entrants and Graduates of Maryland Community Colleges, November 1980 (ED 195312)
- Maryland Community Colleges: Discipline Cost Analysis Manual, June 1980 (ED 192836)
- Seventeen Doors to Opportunity . . . . . Maryland's Community Colleges, January 1980
- Manual for Maryland Community College Trustees, November 1979
- Developmental/Remedial Education, September 1979 (ED 175514)
- General Policies of the State Board for Community Colleges, July 1979
- Community College Evaluation System Description, March 1979
- The Economic Impacts of Maryland Community Colleges, September 1978 (ED 158804)
- Economic Impact Manual for Maryland Community Colleges, September 1978 (ED 160167)
- Program Data Monitoring System Description, March 1978
- Maryland Community Colleges Facilities Manual, September 1977
- Maryland Community Colleges Financial Policies, Guidelines, and Procedures Manual, June 1975
- Accounting Manual for Community Colleges of Maryland, 1973

ERIC Clearinghouse for Junior Colleges 171
8118 Math-Sciences Building
University of California
Los Angeles, California 90024
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